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ABSTRACT

Goals of the New Mexico Chicano Mobile Institutes were to: improve the quality and equality of education to meet the needs of Chicano students in public and private institutions of higher learning throughout the State; and prepare personnel in higher education to meet the needs of students, from low income and ethnic minority families, attending all public and private schools in the State. Persons identified as having some influence on the education of Chicanos in New Mexico were invited to participate in two 2-day institutes. Since participants had to pay for their own expenses, they were asked to participate through correspondence if unable to attend. Of the 158 persons identified, 62 did not respond, 59 corresponded by mail, and 38 actually participated. The first institute identified, defined, organized, and documented all problem areas affecting Chicanos at all educational levels. The second reviewed the problems identified in the first institute, then identified, defined, and related proven innovative solutions to the problems. Both institutes were conducted in a very successful manner. A synopsis of both institutes is given in this paper. Also included are: a list of all people responsible for education in the State; analysis of statewide testing; pupil enrollment by school district; and summaries of four Civil Rights reports pertaining to education in the Southwest. (NQ)

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# "The Brown Paper"

## Education and Chicanos in New Mexico

## 1973-74

Compiled for the State Advisory Board of
Chicano Mobile Institutes by
Francis Quintana—State Coordinator

1974

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RC 008836

New Mexico Highlands University
Las Vegas, New Mexico



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## III. ACKNOWLEDGEMENTS

The overwhelming task set forth and presented by the goals of the Chicano Mobile Institutes was undertaken by several people that need to be acknowledged. These people have been dedicated toward the goals set forth by Chicano Mobile Institutes for quite a few years. Fortunately, through the continued efforts of these people, more Chicanos have become involved and better educational programs are beginning to arise.

First of all, I would like to thank Lt. Governor Robert Mondragón and his staff for their tireless inspiration and continued support. Lt. Governor Mondragón has always committed himself to the improvement of educational opportunities for all Chicanos as a member of the state legislature, and later, as Lt. Governor. He has been a tireless friend to education in New Mexico. Mil gracias, Roberto!

Secondly, I would like to thank the members of the State Advisory Board who provided the necessary guidance and assistance throughout the project year, and who have actually made this project year a success. They are as follows: The Chairman of the State Advisory Board, the Honorable Lt. Governor Robert A. Mondragòn; Vice-Chairman, Mr. Tony Armijo, Administrative Assistant to the Lt. Governor: member, Mr. Juan Abeyta, School of Medicine, University of New Mexico; member, Mr. Delfino Trujillo, Principal of Mid High in Chama, New Mexico; member, Mr. Tony Màrquez, Director of Headstart, West Las Vegas, New Mexico; member, Mr. Ramòn Estrada, doctoral student in Educational Administration at the University of New Mexico; member, Mr. Ramòn Solis, student and Director of Chicano Studies at Eastern New Mexico University, Portales, New Mexico; member, Mr. Sam Vigil, Dean of Students at New Mexico Highlands University, Las Vegas, New Mexico; member, Dr. Mari-luci Jaramillo, Chairman of Elementary Education Department, University of New Mexico; and member, Miss Margie Trujillo, Director of Mental Health Services, Roswell, New Mexico.

The State Advisory Board has been a working board, and the information set forth in this paper is the general consensus of the board and all the participants.

Special thanks to Dr. Ignacio Còrdova, Professor of Educational Administration, University of New Mexico; Dr. Eloy Gonzales, Professor of Special Education, University of New Mexico; Nate Archuleta, Director of Early Childhood Education, University of New Mexico; Dr. Rupert Trujillo, Dean of Students, College of Education, University of New Mexico; Mr. Cris Trujillo, Community Development Specialist for Teacher Corps Program, New Mexico Highlands University; Dr. Frank Angel, President of New Mexico Highlands University; Dr. Willie Sánchez, Vice President of External Affairs, New Mexico Highlands University; Mr. Rudy Robal and Mr. Leo Moya, Business Office, New Mexico Highlands University; Dr. Henry Casso, Executive Director, National Task Force de la Raza, University of New Mexico; and all the participants listed in this "Paper." Special thanks also to Sr. Albino Baca, Southwest Chicano Mobile Institutes Project Director, for his continued support throughout the project year.



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## IV. PREFACE

It has been the intent of Chicano Mobile Institutes–New Mexico to make a decisive input into the educational structure in New Mexico. The goals, objectives and processes set forth and pursued this year are as follows:

Part I.

**Goals and Objectives**

A. **Goals**

1. Improve the quality and equality of education to meet the needs of Chicano students in Public and Private institutions of higher learning throughout the State of New Mexico.
2. To prepare personnel in (higher) education to meet all the particular needs of students from low income and ethnic minority families who attend all public and private schools in the State of New Mexico.

B. **Objectives**

1. To identify, list and document all resources: resource people, entities, bodies, agencies, and boards that affect the educational process at all levels in the State of New Mexico.
2. To identify, list and document individual people (political leaders, professors, teachers, businessmen, laymen, etc.) that can effect change in the educational process in the State of New Mexico.
3. To identify, define, and document all problem areas affecting Chicanos at all levels of the educational process in the State of New Mexico.
4. To identify, define and relate proven innovative solutions to the problem areas affecting Chicanos identified in No. 3 above.
5. To effect the implementation of the proven innovative solutions through the decision making bodies in the State of New Mexico identified in No. 1 and No. 2 above.

Part II

**Process**

A. The Chicano Mobile Institutes–New Mexico will conduct at least two (2), two-day institutes with a maximum participation of sixty (60) participants. The participants will be drawn from:

1. Institutions of higher learning and their supporting agencies (Board of Regents)
2. Local and State educational agencies and their supporting agencies (Local and State School Board members)
3. Private educational agencies and their supporting agencies (Board members, council members, etc.)
4. Local and State Educational Association members
5. Community groups
6. Legislators and other local and state political leaders.

The participants will be selected according to their demonstrated desire to effect a positive change in the educational process in New Mexico. (The selection will be done by the State Coordinator and the State Advisory Board).

B. The first Institute will identify, define, organize and document all problem areas affecting Chicanos at all levels of the Educational Process.

C. The second Institute will review, up-date problems identified in the first institute, then identify, define, and relate proven (innovative) solutions to all these problems (problem areas). All this will be organized and documented properly by the participants.

D. The State Coordinator will review, organize and edit all information produced by the two institutes and produce a printed document which will be desseminated to all decision-making entities, bodies, and agencies of the State

of New Mexico. The State Coordinator, State Advisory Board and Institute participants will apply all means of leverage in order to produce the proposed changes in education put forth in the document.

Generally, the mechanics of the objectives were met. For example, the two Institutes were held (reports of each are included in the "Paper") Objective No. 1 through No. 4 were compiled and can be obtained from the NMHU Library where a master file will be kept. In part II **Process** A., not all the people responded. A list of people that were invited to participate and those who actually participated is included in the master file. B and C, the two Institutes were conducted in a very successful manner, a synopsis of both Institutes is included. This "Paper" is part of D and its success will depend on the effort put forth by everyone herein involved.

Specifically, in terms of the goals set forth by Chicano Mobile Institutes, the Project Year was not a complete success. The general trend of problems seemed to be taken from pre-secondary level. The general trend taken was to conduct the study of problems starting from the beginning or Early Childhood level and ending with Higher Education.

Realistically speaking, the Goals set forth are almost over-whelming and could not possibly have been met in one year. However, the activities generated during the year of implementation have moved the total educational picture much further toward qualitative and equal educational parity. Moreover, many continuing activities that have "spun off" the Chicano Mobile Institutes promise to follow through toward goal actuality, toward meaningful educational accountability.

## V. A BRIEF HISTORY OF CHICANO MOBILE INSTITUTE IN NEW MEXICO

### A. Introduction

The concept and the people involved in the present organization of State CMI participants, started three years ago when a group of Chicano Directors of Bilingual Programs approached Lt. Governor Roberto Mondragon for help in Coordination of Efforts. At that time there were some fledgling Bilingual Programs that needed some help in getting started. Mondragon called a meeting at the College of Santa Fe. The meeting included many Bilingual Project Directors, Professors, Teachers, Parents and Community Resource people. The first meeting was held to determine who had programs to help Chicano students, who wanted to start programs and who could be asked for help. It was suggested that a bibliography of the names of people who had a desire to help, be developed before the next meeting. At that time the group lacked funds which created a burden on several people who wanted to attend the meeting but were unable to finance it.

The second meeting held at the College of Santa Fe, included almost a hundred people. This meeting generated some very realistic problems that Chicano students were being confronted with, as well as problems encountered by teachers and/or professors. Representatives from the Institions of Higher Learning were present especially New Mexico Highlands University. President - Dr. Frank Angel pledged the full support of Highlands University in the improvement of educational advantage for all Chicano students. This led to (1) the identification of goals and objectives and; (2) sources of funding.

The third meeting called at the College of Santa Fe was conducted as an Institute and participants were divided up into groups according to field of interest and expertise. The Institute generated much information about Chicano Educational needs at all levels. However, not too much was done as a follow-up, because there was a lack of financial support and participation created a financial burden on some who lived far from Santa Fe.



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Meanwhile, in 1970-71, a group of interested Chicanos in California submitted a proposal to the Office of Education, EPDA, for funding to do some research on how to improve the educational status of Chicanos in that state. It was called the Southwest Institutes. In 1971-72 the Southwest Institute moved to include Texas. That year Lt. Governor Roberto Mondragon was asked to be on the National Advisory Board. The following year 1972-73, Mondragon was instrumental in expanding the Southwest Mobile Institute to include New Mexico, and thus providing the New Mexico Chicanos with a funding source to hold their Institutes.

During the summer of 1973, the National Advisory Board for the now Southwest Chicano Mobile Institutes under the direction of Lt. Governor Roberto Mondragon met and hired Mr. Albino Baca as Project Director. Once the Project funds were obtained by the NMHU staff, the five Southwestern States (Arizona, California, Colorado, Nevada, and Texas) swung into full action.

The following is a copy of "The Brown Paper" of the first Project year (1972-73) of the Southwest Institute in New Mexico. The "Paper" was submitted by Mr. Ernest Eichwald, the State Coordinator.

## B. THE BROWN PAPER 1972-73

### (1) Program Focus

It is important when one attempts to accomplish a given task that all problems, ideas, statistics, and history be taken into account so that an accurate solution can be defined. This work does not intend to be an attack on anyone or any institution. However, the relationship between Chicanos and Anglo-Americans has not been completely ethical in its nature. So that some of the problems pointed out historically and statistically can be very provacative. It is the intent of this Southwest Mobile Institute not to dwell on the problems but it is our purpose to try to arrive at a model that can be realistically used to solve the dilemma we face.

Historically, New Mexico was won through conquest. Naturally the importance of the conquest was that the land Chicanos had inhabited was subsequently lost. Our main interest however, is the attitudes that were brought here by Anglo-America. The reason that the politicians gave the public at the time was that America had to save the Mexicans from themselves. Mexicans had to be regenerated. This most basic assumption is wrong. The conquered peoples of New Mexico were not degenerate; in fact, the very existence of the colonies depended on their ability to control the environment and to create a "workable community." Their mode of life was based on self determination.

The modern day version of this attitude is the "melting pot" theory. This theory indicated that those who are to be assimilated are not acceptable as they are. Also, the fact that Chicanos are not realistically or legally educated points to the fact that America really did not want to assimilate Chicanos. Because to realistically assimilate, people have to be educated to their new reality and to date this has not been accomplished. In reality, the result of the process is that Chicanos have been maimed psychologically due to their partial acceptance by the educational establishment. Therefore, they have become cheap labor on the market.

Question: Does New Mexico want to educate Chicanos? We can assume that the answer is "yes" made evident by the elaborate school system. The question then becomes: "Why haven't Chicanos received an adequate play in this system that has been designed and implemented by the Anglo-American forces in the country?"

Chicanos live under a capitalistic form of government which expresses free enterprize. In this system based on free enterprise, those who have power can utilize their resources to create profit and more resources. What is power and who has the power? Power means that you can understand and manipulate the system. Those who have the power are the ones who designed the system and control the resources.



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The federal government does not become involved in people's transactions unless absolutely necessary. Who's to say when it is necessary? If one does not understand the consumer economy or how to manage government, how does one succeed? Surely, some make it but at the cost of how many? How many people suffer humiliation while a few are allowed to make it.

What happens in a relationship of this nature? Culture becomes the Chicanos only resource. Then someone else with the facilities to exploit his culture sells it to the highest bidder. This becomes the Chicano's fate; he sells his culture because that is his only resource. The trouble is that he gets little in return. The system translates this to the status quo and they think Chicanos do not want change. It would seem that Chicanos do not want change because of the lack of viable alternatives to bring real changes in their lives. The end result of this system is that the bulk of Chicanos are in unskilled, semi-skilled, and skilled labor.

### 2. Recommendations

Given an individual's personal integrity it would follow that his education should be initiated at this point. It should also take into consideration his culture and language, not that this should be an end in itself but it should be a starting point in the development of a Chicano intelligentsia. Psychologists say that a person is a mirror image of himself, so that he reflects his surroundings.

How can a child reflect his environment in an honest and positive way when his surroundings (the public school system) were not designed with him in mind. It is an alien environment whose objectives are to maintain the status quo and produce a certain number of individuals who are a cheap labor force.

Therefore, it is the recommendation of this Mobile Institute that public schools in New Mexico be controlled by the communities they serve. All taxes that are produced locally and by the state should be allocated by the leaders of the community, the teachers and the students who are involved in that school system. The priorities, goals, and objectives should be designed by this group of people.

The strategies of bilingual-bicultural education, making New Mexico history mandatory for teacher certification and sensitizing teachers are designed to cope with the symptoms of our oppression. It is our recommendation that we deal specifically with the roots of the problem. That is, that the power and control of the school systems should be placed in the hands of those who are the recipients of this education. Because Chicanos made no contribution in designing the present system, the only viable alternative is to create a new system.

It is true that one cannot deal with one aspect of life in isolation and hope to create a better life. One positive step in implementing the recommendations stated here will be that the people of New Mexico will assert their human rights. Especially, that of controlling the decision making processes that will affect their lives.

## VI. INTRODUCTION TO 1973-74 "BROWN PAPER"

This "Brown Paper" is an attempt to "Open the eyes," so to speak, of people who have for so many years, neglected, or refused to see the injustices in our educational system of minority students in general, and Chicano students in particular. For many years Chicanos have refused to take an active part in educational revolution or change, and because of this have allowed the existence of an educational system that not only has not educated the majority of Chicanos but has actually hurt them. This inactivity and lack of involvement has denied the Chicano access into the mainstream of American life, a social structure where self-worth is determined by how much money one has or the car one drives, or one's address, or one's clothes, or one's ability to spend. Lacking financial



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worth, one has lacked personal worth. Moreover, the Chicano has been willing to accept society's value definitions and has learned to consider himself a failure.

It is fortunate that there have been some change agents involved in curriculum change. These change agents have taken on different roles, but however different, they have brought about change. Many times when extreme actions are taken, they are criticized by many, including many Chicanos, but shortly thereafter Federal monies are released for improvement of education. We, as Chicanos, collectively have not stood up and demanded equal rights, equal protection, and equal education until very recently. Even now, we still have not really gotten together to plan out strategies in terms of how to make an organized demand. In a state where we make up almost half of the population, we, as Chicanos, should take the lead and control our own destiny in all areas of government through education.

Education in this state should reflect the bilingual/multicultural needs of the general population. We need to stop using education as a means to change our children as well as ourselves into something we don't want to be. We must realize that we like what we are, bilingual/multicultural people, and demand that education, not only include this, but promote it. Chicanos are not inferior when it comes to learning, it is the learning process and the educational structure of the system that is inferior. The sooner we admit this fact, the sooner we can change the educational system. This thought is in keeping with the greater American ideals. As shown in the following excerpt from the "Committee for the White House Conference on Education–A Report to the President":

> The principle of public education stems from the belief in the worth of the individual, which is the major premise of democratic ideology. It has grown as the concept of democracy has deepened and expanded . . . schools have become the chief instrument for keeping this nation the fabled land of opportunity it started out to be . . . As long as good schools are available, a man is not frozen at any level of our economy, nor is his son. Schools force men to rise to the level of their natural abilities . . . the schools stand as the chief expression of the American tradition of fair play for every one, and a fresh start for each generation . . ."

These beautiful statements of idealism are in some parts of this nation, no doubt, being realized. *In New Mexico, this does not hold true for Chicanos.* In New Mexico, schools do not free Chicanos "to rise to the level of their natural abilities . . ." Almost half of the population of this state cannot rise to the level of their natural ability. In New Mexico, schools *do not* "stand as the chief expression of the American tradition of fair play for everyone, and a fresh start for each generation."

There are several means by which one can prove that education has failed the Chicano in New Mexico. Attached are several reports done by the State Department of Education and the Civil Rights Commission. These reports leave little doubt as to whether New Mexico is meeting the needs of Chicano students, or for that matter, fulfilling the beautiful ideals quoted in the "Report to the President."

Almost nothing has been done to correct this faulure. Some small efforts have been undertaken by local school districts and universities through the use of Federal funds. But many of these programs are "show boat" type programs, "un hueso para callarles la boca" and do not really create or generate long-range meaningful educational reform. For example, a quick survey will show that most school systems or universities that boast parity in teacher-pupil enrollment for Chicanos will show that most of these chicano teachers or instructors are on Federal funds, soft monies. Take the Federal funds away and you remove the veneer of parity.

The "Buck Passing," the most common "cop-out" educators have used on justifying Chicano failure, must stop. The "Buck Passing" syndrome goes something like this: the post-secondary people pass the buck down to the secondary people with "you people do not prepare Chicanos for higher education, and that is why we have to flunk them. It is not our fault, it's yours." The secondary people claim the junior high and

elementary schools don't give Chicanos the basics, and the elementary people claim the parents are at fault. In the end, the Chicano parents wind up at fault because they are poor, or because they are different, or because they move around too much, or because they speak a foreign language, or because they have a different set of values, etc.

The other "cop-out" is the philosophy of: "I made it the hard way by working hard; you can make it too if you really apply yourself."

And still, another popular "cop-out" goes something like this: "What problems? Spanish Americans do not have any problems in New Mexico. Look at my son, he is a doctor, and my daughter, she is a teacher," or, "I've never experienced any problems; I've always been treated equally."

In all three of the above-mentioned "cop-outs," there is the underlying refusal to admit that there is a problem with the educational system in general. It may not always be a personal problem and individuals may not be direct recipients but the problem is here—a very real problem. It is a problem that encompasses social, economical, and cultural dimensions.

All these excuses or "cop-outs" must stop before realistic, long-lasting educational reforms can begin. We must begin to develop some ethnic pride, a sense of brotherhood, carnalismo. We must do more than vocalize our ethnic identity. This should not be so hard to accomplish in a state so deeply rooted in the cultural milieu. It is unfortunate that our children are accusing parents of having cheated them of the rich cultural heritage which was their right. It is time to take a new look at where we are as an ethnic group and where we are going as an ethnic group. It is time to collectively establish an educational system that can account for carrying out those great ideals of freeing men to realize all their potential. Yes, Chicanos also have potential. We must collectively develop an educational structure that will provide for these particular needs in our state.

A master file will be kept in the NMHU Library containing the names of people who were asked to participate in its compilation.

There were 158 people identified who in someway influence the education of Chicanos in New Mexico, invited to participate in the Chicano Mobile Institutes. Since the participants had to pay for their own expenses in attending the Institutes, they were asked to participate through correspondence if they would not be able to afford to participate in person. The results were as follows: 62 people invited did not respond at all, 59 corresponded by mail, and 38 actually participated. The Institutes were advertised at the different institutions of higher learning and in the major newspapers of the state. Consequently, there were many participants at each of the Institutes that had not formally been invited but were interested enough to attend. The average attendance for both Institutes was 60. The percentage breakdown of these are as follows: Ethnic Composition—Chicanos—92%, Anglo—8%; of these 17% were students, 26% were district level teachers and school administrators, 36% were from institutions of higher learning, and 21% were community representatives made up of parents, lawyers, community action programs, etc.

This "Paper" contains the information gathered from those that did participate. The problems, solutions and key problem solvers were identified by them. While you read through the problems, solutions, and key problem solvers you may want to know who they are. If you so desire a list of all people responsible for Education starting at the State level down to the local district level, is included. The Master File with all the statistics to back up all information put forth in this paper is available at the New Mexico Highlands University Library.

VII

# GEOGRAPHIC-DEMOGRAPHIC DATA

## A. School District Level

The following figures were compiled from the Civil Rights survey submitted on October 15, 1973, to the Office of Civil Rights in Washington, D.C., and to the State Department of Education. The figures reflect the numerical ethnic/racial composition as well as the percentage of minority groups found in the state.

| SCHOOL DISTRICT & ADMINISTRATION | | PUPIL ENROLLMENT Ethnic Comp. | No. Student Enroll. | PCTG. (%) | BILINGUAL INSTRUCTION No. Bil. Tchrs. | No. Stu in Bil Prog. | No. 1st Grd. Oth. Lang. |
|---|---|---|---|---|---|---|---|
| ALAMOGORDO (Otero County) | | | | | | | |
| Board President | W.A. Arias, Jr. | Ind. | 31 | .3 | none | none | 71 |
| Board Vice Pres. | Lee L. Peterson | Blk. | 585 | 6.4 | | | |
| Board Member | Eloy G. Chaves | Ori. | 94 | 1.0 | | | |
| Board Member | Theodore Holly | M-A | 2082 | 22.6 | | | |
| Board Member | B.J. Sayre | Oth. | 6420 | 69.7 | | | |
| Superintendent | Travis Stovall | Tot. | 9212 | 100.00 | | | |
| ALBUQUERQUE (Bernalillo County) | | | | | | | |
| Board President | Henry Willis Jr. | Ind. | 2054 | 2.4 | 177 | 5000 | 500 |
| Board Vice Pres. | Ted F. Martinez | Blk. | 2151 | 2.5 | | | |
| Board Member | D.A. McKinnon III | Ori. | 307 | .4 | | | |
| Board Member | Joseph M. Zanetti, Jr. | M-A | 32760 | 38.3 | | | |
| Board Member | Mrs. Maureen Luna | Oth. | 48225 | 56.4 | | | |
| Superintendent | Ernest Stapleton | Tot. | 85497 | 100.0 | | | |
| ANIMAS (Hidalgo County) | | | | | | | |
| Board President | George Jackson, Jr. | Ind. | 0 | 0 | none | none | ? |
| Board Vice Pres. | Edward Elebrock | Blk. | 7 | 2.0 | | | |
| Board Member | William G. Godfrey | Ori. | 0 | 0 | | | |
| Board Member | Skip Wamel | M-A | 108 | 30.8 | | | |
| Board Member | E. Jerome Fritz | Oth. | 236 | 67.2 | | | |
| Superintendent | Tom Pace | Tot. | 351 | 100.0 | | | |
| ARTESIA (Eddy County) | | | | | | | |
| Board President | Dan Brewer | Ind. | 9 | .3 | 12 | 196 | 47 |
| Board Vice Pres. | Dr. Glen E. [illegible] | Blk. | 55 | 1.5 | | | |
| Board Member | George M. Cass[illegible]ne | Ori. | 8 | .2 | | | |
| Board Member | Allen R. White | M-A | 1425 | 40.2 | | | |
| Board Member | Dr. James E. Gaba | Oth. | 2054 | 57.9 | | | |
| Superintendent | Warren Nell | Tot. | 3549 | 100.0 | | | |
| AZTEC (San Juan County) | | | | | | | |
| Board President | Mrs. Lois G. Crum | Ind. | 180 | 9.6 | none | none | ? |
| Board Vice Pres. | Joseph F. Burns | Blk. | 2 | .1 | | | |
| Board Member | James K. Folk | Ori. | 1 | .1 | | | |
| Board Member | Lloyd Rasmussen | M-A | 336 | 18.0 | | | |
| Board Member | Ted Russell | Oth. | 1352 | 72.3 | | | |
| Superintendent | H. L. Willoughby | Tot. | 1871 | 100.0 | | | |
| BELEN (Valencia County) | | | | | | | |
| Board President | Lois Tajoya | Ind. | 9 | .2 | 2 | 149 | 164 |
| Board Vice Pres. | Richard Chavez | Blk. | 6 | .2 | | | |
| Board Member | Fidel Tabet | Ori. | 8 | .2 | | | |
| Board Member | Gilbi Sanchez | M-A | 2178 | 60.4 | | | |
| Board Member | Nick Sanchez | Oth. | 1406 | 39.0 | | | |
| Superintendent | John S. Aragon | Tot. | 3605 | 100.0 | | | |



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| SCHOOL DISTRICT & ADMINISTRATION | | PUPIL ENROLLMENT Ethnic Comp. | No. Student Enroll. | PCTG. (%) | BILINGUAL INSTRUCTION No. Bil. Tchrs. | No. Stu. In Bil. Prog. | No. 1st Grd. Oth. Lang. |
|---|---|---|---|---|---|---|---|
| **BERNALILLO (Sandoval County)** | | | | | | | |
| Board President | Tom O. Montoya | Ind. | 1397 | 45.7 | 3 | 250 | ? |
| Board Vice Pres. | Ruben J. Montoya | Blk. | 1 | .1 | | | |
| Board Member | Cipriano A. Montoya | Ori. | 1 | .1 | | | |
| Board Member | Romeo A. Ortiz | M-A | 1232 | 40.3 | | | |
| Board Member | Stanley Tunario | Oth. | 429 | 14.0 | | | |
| Board Member | Oliberio Romero | Tot. | 3060 | 100.0 | | | |
| Board Member | Joe H. Herrera | | | | | | |
| Superintendent | Pete Santistevan | | | | | | |
| **BLOOMFIELD (San Juan County)** | | | | | | | |
| Board President | Carroll E. Crawford | Ind. | 696 | 32.0 | none | none | 97 |
| Board Vice Pres. | Charlie V. Brown | Blk. | 0 | 0 | | | |
| Board Member | Robert W. Cassady | Ori. | 0 | 0 | | | |
| Board Member | D. C. Knutson | M-A | 461 | 21.2 | | | |
| Board Member | Leonard Trujillo | Oth. | 1017 | 46.8 | | | |
| Superintendent | D. Ellis B. Scott | Tot. | 2174 | 100.0 | | | |
| **CAPITAN (Lincoln County)** | | | | | | | |
| Board President | Pat L. Huey | Ind. | 0 | 0 | none | none | 5 |
| Board Vice Pres. | Ralph O. Barber | Blk. | 1 | .4 | | | |
| Board Member | Richard Phillips | Ori. | 0 | 0 | | | |
| Board Member | Hollis O. Cummins | M-A | 65 | 26.6 | | | |
| Board Member | Howard Abercrombie | Oth. | 178 | 73.0 | | | |
| Superintendent | Richard Clifton | Tot. | 244 | 100.0 | | | |
| **CARLSBAD (Eddy County)** | | | | | | | |
| Board President | Francis Duren | Ind. | 14 | .2 | none | none | ? |
| Board Vice Pres. | Dr. Jane Reid | Blk. | 182 | 2.8 | | | |
| Board Member | Raul Quintana | Ori. | 7 | .1 | | | |
| Board Member | Dr. Arnold Franzblau | M-A | 2512 | 39.3 | | | |
| Board Member | Karl Elers | Oth. | 3681 | 57.6 | | | |
| Superintendent | Tom Hansen | Tot. | 6396 | 100.0 | | | |
| **CARRIZOZO (Lincoln County)** | | | | | | | |
| Board President | Siegfried Lessau | Ind. | 0 | 0 | none | none | 15 |
| Board Vice Pres. | C. R. Wells | Blk. | 0 | 0 | | | |
| Board Member | Robert Stearns | Ori. | 0 | 0 | | | |
| Board Member | Nat Palomarez | M-A | 235 | 54.3 | | | |
| Board Member | Wesley B. Lindsay | Oth. | 198 | 45.7 | | | |
| Superintendent | James C. Steinepreis | Tot. | 433 | 100.0 | | | |
| **CENTRAL (San Juan County)** | | | | | | | |
| Board President | Charles Lee | Ind. | 4585 | 83.6 | 30 | 600 | 417 |
| Board Vice Pres. | Sam Harrison | Blk. | 7 | .1 | | | |
| Board Member | Kenneth Benally | Ori. | 0 | 0 | | | |
| Board Member | Arthur J. Ulibarri | M-A | 58 | 1.0 | | | |
| Board Member | Terry Higgins | Oth. | 834 | 15.2 | | | |
| Superintendent | R. E. Karlin | Tot. | 5484 | 100.0 | | | |
| **CHAMA VALLEY (Rio Arriba County)** | | | | | | | |
| Board President | Salomon Luna | Ind. | 8 | .8 | 2 | 293 | 66 |
| Board Vice Pres. | Rumuldo Jaramillo | Blk. | 5 | .5 | | | |
| Board Member | Albert Martinez | Ori. | 0 | 0 | | | |
| Board Member | Octaviano Ulibarri | M-A | 835 | 80.6 | | | |
| Board Member | Eddie Vigil Jr. | Oth. | 188 | 18.1 | | | |
| Superintendent | Delfin Quintana | Tot. | 1038 | 100.0 | | | |

| SCHOOL DISTRICT & ADMINISTRATION | | PUPIL ENROLLMENT Ethnic Comp. | No. Student Enroll. | PCTG. (%) | BILINGUAL INSTRUCTION No. Bil. Tchrs. | No. Stu. In Bil. Prog. | No. 1st Grd. Oth. Lang. |
|---|---|---|---|---|---|---|---|
| CIMARRON (Colfax County) | | | | | | | |
| Board President | William D. Hickman | Ind. | 0 | 0 | none | none | 0 |
| Board Vice Pres. | Bill Littrell | Blk. | 0 | 0 | | | |
| Board Member | J. Leslie Davis | Ori. | 0 | 0 | | | |
| Board Member | Tony Martinez | M-A | 284 | 38.1 | | | |
| Board Member | Dan Dabovich | Oth. | 205 | 41.9 | | | |
| Superintendent | Joe Pompeo, Jr. | Tot. | 489 | 100.0 | | | |
| CLAYTON (Union County) | | | | | | | |
| Board President | D. E. Carter | Ind. | 0 | 0 | 1 | 9 | 5 |
| Board Vice Pres. | Joe Baker | Blk. | 0 | 0 | | | |
| Board Member | E. J. Leavitt | Ori. | 0 | 0 | | | |
| Board Member | Dick Hyson | M-A | 433 | 38.1 | | | |
| Board Member | Bernard J. Smith | Oth. | 704 | 61.9 | | | |
| Superintendent | Taylor Stephenson | Tot. | 1137 | 100.0 | | | |
| CLOUDCROFT (Otero County) | | | | | | | |
| Board President | Charles R. Walker | Ind. | 5 | 1.4 | none | none | 5 |
| Board Vice Pres. | Lou B. Gilliam | Blk. | 0 | 0 | | | |
| Board Member | Bob Moser | Ori. | 0 | 0 | | | |
| Board Member | Betty Rupp | M-A | 54 | 15.0 | | | |
| Board Member | Arnold Green | Oth. | 300 | 83.6 | | | |
| Superintendent | Wesley H. Lane | Tot. | 359 | 100.0 | | | |
| CLOVIS (Curry County) | | | | | | | |
| Board President | Harry Eastham | Ind. | 10 | .1 | 4 | 75 | 46 |
| Board Vice Pres. | Billy Neal Williams | Blk. | 875 | 9.3 | | | |
| Board Member | Jacob Moberly | Ori. | 55 | .6 | | | |
| Board Member | Charles Guthals | M-A | 1999 | 21.2 | | | |
| Board Member | Wilbur Johnson | Oth. | 6494 | 68.8 | | | |
| Superintendent | Dr. Lawrence W. Byous | Tot. | 9433 | 100.0 | | | |
| COBRE (Grant County) | | | | | | | |
| Board President | William S. Frazier | Ind. | 13 | .5 | none | none | 118 |
| Board Vice Pres. | Ralph B. Saenz | Blk. | 4 | .2 | | | |
| Board Member | Guadalupe Martinez | Ori. | 1 | .1 | | | |
| Board Member | Mrs. Horace L. Bounds | M-A | 1900 | 75.1 | | | |
| Board Member | T. H. Schroester, Jr. | Oth. | 613 | 24.2 | | | |
| Superintendent | Dr. David L. Walker | Tot. | 2530 | 100.0 | | | |
| CORONA (Lincoln County) | | | | | | | |
| Board President | A. W. Gnatkowski | Ind. | 3 | 1.8 | none | none | 0 |
| Board Vice Pres. | Mike Alirez | Blk. | 0 | 0 | | | |
| Board Member | Ernest Suliemeier | Ori. | 0 | 0 | | | |
| Board Member | Claude Foster | M-A | 44 | 25.7 | | | |
| Board Member | John Tracey | Oth. | 124 | 72.5 | | | |
| Superintendent | Kenneth W. Anderson | Tot. | 171 | 100.0 | | | |
| CUBA (Sandoval County) | | | | | | | |
| Board President | Sixto Leyva | Ind. | 576 | 51.8 | none | none | 50 |
| Board Vice Pres. | Shelby Johnson | Blk. | 3 | .3 | | | |
| Board Member | Kenneth Freelove | Ori. | 0 | .0 | | | |
| Board Member | Richard Montoya | M-A | 407 | 36.6 | | | |
| Board Member | Richard L. Velarde | Oth. | 125 | 11.3 | | | |
| Superintendent | Melvin Cordova | Tot. | 1111 | 100.0 | | | |
| DEMING (Luna County) | | | | | | | |
| Board President | Richard P. Uzueta | Ind. | 0 | 0 | 1 | 17 | 175 |
| Board Vice Pres. | Fletcher Rowman | Blk. | 94 | 2.4 | | | |
| Board Member | Clara McSherry | Ori. | 9 | .2 | | | |
| Board Member | Lewis Punam | M-A | 2166 | 54.3 | | | |
| Board Member | Teddy Wilcox | Oth. | 1720 | 43.1 | | | |
| Superintendent | Emmett Shockley | Tot. | 3989 | 100.0 | | | |

| SCHOOL DISTRICT & ADMINISTRATION | | PUPIL ENROLLMENT Ethnic Comp. | No. Student Enroll. | PCTG. (%) | BILINGUAL INSTRUCTION No. Bil. Tchrs. | No. Stu. In Bil. Prog. | No. 1st Grd. Oth. Lang. |
|---|---|---|---|---|---|---|---|
| DES MOINES (Union County) | | | | | | | |
| Board President | Dan Doherty | Ind. | 0 | 0 | none | none | 1 |
| Board Vice Pres. | Dick Bannon | Blk. | 0 | 0 | | | |
| Board Member | Carlos Cornay | Ori. | 0 | 0 | | | |
| Board Member | I. E. Pachta | M-A | 64 | 31.1 | | | |
| Board Member | Don Adams | Oth. | 142 | 68.9 | | | |
| Superintendent | Michael J. May | Tot. | 206 | 100.0 | | | |
| DEXTER (Chavez County) | | | | | | | |
| Board President | Lloyd Stone | Ind. | 0 | 0 | 3 | 41 | 41 |
| Board Vice Pres. | James Freeland | Blk. | 0 | 0 | | | |
| Board Member | Mrs. Cora Davis | Ori. | 0 | 0 | | | |
| Board Member | Penix Fletcher | M-A | 444 | 66.4 | | | |
| Board Member | George Reid | Oth. | 225 | 33.6 | | | |
| Superintendent | E. P. Messick | Tot. | 669 | 100.0 | | | |
| DORA (Roosevelt County) | | | | | | | |
| Board President | Hank Merrick | Ind. | 2 | .7 | none | none | 3 |
| Board Vice Pres. | Don Fraze | Blk. | 0 | 0 | | | |
| Board Member | Jim Williamson | Ori. | 0 | 0 | | | |
| Board Member | Rodney Tetford | M-A | 67 | 24.3 | | | |
| Board Member | Wayne Victor | Oth. | 207 | 75.0 | | | |
| Superintendent | Guy Luscombe | Tot. | 276 | 100.0 | | | |
| DULCE (Rio Arriba County) | | | | | | | |
| Board President | Mrs. Grace Pettus | Ind. | 508 | 84.7 | none | none | ? |
| Board Vice Pres. | Emmet Lynch | Blk. | 0 | 0 | | | |
| Board Member | Edward Vincente | Ori. | 0 | 0 | | | |
| Board Member | Joe Baca, Sr. | M-A | 53 | 8.8 | | | |
| Board Member | Edwin Sandoval | Oth. | 39 | 6.5 | | | |
| Superintendent | Gerald J. Gutierrez | Tot. | 600 | 100.0 | | | |
| ELIDA (Roosevelt County) | | | | | | | |
| Board President | Bob Daugherty | Ind. | 0 | 0 | 1 | 35 | 4 |
| Board Vice Pres. | Harding Burris | Blk. | 0 | 0 | | | |
| Board Member | Kenneth Dixon | Ori. | 0 | 0 | | | |
| Board Member | John Rains | M-A | 37 | 76.6 | | | |
| Board Member | Charles May | Oth. | 141 | 23.4 | | | |
| Superintendent | Jerry Shaw | Tot. | 178 | 00.0 | | | |
| ENCINO (Torrance County) | | | | | | | |
| Board President | Ernest Perez | Ind. | 0 | 0 | none | none | 5 |
| Board Vice Pres. | Billie White | Blk. | 0 | 0 | | | |
| Board Member | Arney Mitchell | Ori. | 0 | 0 | | | |
| Board Member | James F. Aguilar | M-A | 82 | 76.6 | | | |
| Board Member | Bennie Saiz | Oth. | 25 | 23.4 | | | |
| Superintendent | Frank Davila | Tot. | 107 | 100.0 | | | |
| ESPANOLA (Rio Arriba County) | | | | | | | |
| Board President | Estanislado Vigil | Ind. | 386 | 6.0 | 15 | 476 | 339 |
| Board Vice Pres. | Alfonso Sanchez | Blk. | 15 | .2 | | | |
| Board Member | Juan Valencia | Ori. | 11 | .2 | | | |
| Board Member | Tim Salazar III | M-A | 5483 | 85.3 | | | |
| Board Member | Edward Medina | Oth. | 534 | 8.3 | | | |
| Superintendent | Isaac Garcia | Tot. | 6429 | 100.0 | | | |
| ESTANCIA (Torrance County) | | | | | | | |
| Board President | Charles D. Douglas | Ind. | 0 | 0 | none | none | 17 |
| Board Vice Pres. | Robert E. Lutrick | Blk. | 5 | .8 | | | |
| Board Member | Thomas Meadows | Ori. | 0 | 0 | | | |
| Board Member | Maria Brito | M-A | 315 | 47.3 | | | |
| Board Member | James Hansen | Oth. | 346 | 52.0 | | | |
| Superintendent | Stanley Newton | Tot. | 666 | 100.0 | | | |



0015

| SCHOOL DISTRICT & ADMINISTRATION | | PUPIL ENROLLMENT Ethnic Comp. | No. Student Enroll. | PCTG. (%) | BILINGUAL INSTRUCTION No. Bil. Tchrs. | No. Stu. In Bil. Prog. | No. 1st Grd. Oth. Lang. |
|---|---|---|---|---|---|---|---|
| EUNICE (Lea County) | | | | | | | |
| Board President | Robert P. Wallach | Ind. | 4 | .5 | none | none | 13 |
| Board Vice Pres. | W. T. Haffman | Blk. | 15 | 2.0 | | | |
| Board Member | J. E. Stover, Jr. | Ori. | 0 | 0 | | | |
| Board Member | Donald W. Gladden | M-A | 90 | 12.2 | | | |
| Board Member | Jim R. Bruce | Oth. | 628 | 85.2 | | | |
| Superintendent | E. Maurice Hughes | Tot. | 737 | 100.0 | | | |
| FARMINGTON (San Juan County) | | | | | | | |
| Board President | William C. Kottke | Ind. | 629 | 8.8 | none | none | 35 |
| Board Vice Pres. | (Vacancy) | Blk. | 85 | 1.2 | | | |
| Board Member | James Coggins | Ori. | 7 | .1 | | | |
| Board Member | Louis Wymond III | M-A | 841 | 11.8 | | | |
| Board Member | Edward Marcum | Oth. | 5590 | 78.2 | | | |
| Superintendent | Dr. S. J. Aliotc | Tot. | 7152 | 100.0 | | | |
| FLOYD (Roosevelt County) | | | | | | | |
| Board President | Wendell Best | Ind. | 0 | 0 | 1 | 39 | 3 |
| Board Vice Pres. | David Terry | Blk. | 3 | 1.5 | | | |
| Board Member | Tommy H. Goff | Ori. | 0 | 0 | | | |
| Board Member | Nelson Rector | M-A | 20 | 9.7 | | | |
| Board Member | Robert Miller | Oth. | 183 | 88.8 | | | |
| Superintendent | Gerry D. Washburn | Tot. | 206 | 100.0 | | | |
| FT. SUMNER (De Baca County) | | | | | | | |
| Board President | Bob D. West | Ind. | 1 | .2 | none | none | 15 |
| Board Vice Pres. | Edward Kikany | Blk. | 0 | 0 | | | |
| Board Member | Reynaldo S. Mares | Ori. | 0 | 0 | | | |
| Board Member | Robert L. Blyth | M-A | 217 | 38.4 | | | |
| Board Member | Dorothy Vaughan | Oth. | 347 | 61.4 | | | |
| Superintendent | James R. Pincke | Tot. | 565 | 100.0 | | | |
| GADSDEN (Dona Ana County) | | | | | | | |
| Board President | Emilio Provencio | Ind. | 3 | .1 | 6 | 130 | 404 |
| Board Vice Pres. | Robert Tellez | Blk. | 19 | .4 | | | |
| Board Member | Harold Neely | Ori. | 3 | .4 | | | |
| Board Member | Fred A. Perea | M-A | 3917 | 85.6 | | | |
| Board Member | Ventrua Molina | Oth. | 635 | 13.9 | | | |
| Superintendent | Milton Shelton | Tot. | 4577 | 100.0 | | | |
| GALLUP (McKinley County) | | | | | | | |
| Board President | Earnest C. Bencenti | Ind. | 8817 | 66.9 | 15 | 1000 | 200 |
| Board Vice Pres. | John Schuelke | Blk. | 79 | .6 | | | |
| Board Member | Cal W. Foutz | Ori. | 27 | .2 | | | |
| Board Member | Abe Plummer | M-A | 1598 | 12.1 | | | |
| Board Member | John Martin | Oth. | 2651 | 20.1 | | | |
| Superintendent | A. C. Woodburn | Tot. | 13172 | 100.0 | | | |
| GRADY (Curray County) | | | | | | | |
| Board President | Edward Sumral | Ind. | 0 | 0 | none | none | 4 |
| Board Vice Pres. | James R. Williams | Blk. | 0 | 0 | | | |
| Board Member | Arvin Wood | Ori. | 0 | 0 | | | |
| Board Member | Truett Borden | M-A | 10 | 7.1 | | | |
| Board Member | Leroy Bailey | Oth. | 130 | 92.9 | | | |
| Superintendent | Leck A. Jones | Tot. | 140 | 100.0 | | | |
| GRANTS (Valencia County) | | | | | | | |
| Board President | Hardy Stewart | Ind. | 1020 | 20.7 | 25 | 506 | 211 |
| Board Vice Pres. | Eddie L. Pena | Blk. | 41 | .8 | | | |
| Board Member | Garland Taylor | Ori. | 4 | .1 | | | |
| Board Member | Lynn Head | M-A | 2125 | 43.1 | | | |
| Board Member | June Hale | Oth. | 1743 | 35.3 | | | |
| Superintendent | E. V. Arvizu | Tot. | 4933 | 100.0 | | | |



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| SCHOOL DISTRICT & ADMINISTRATION | | PUPIL ENROLLMENT Ethnic Comp. | No. Student Enroll. | PCTG. (%) | BILINGUAL INSTRUCTION No. Bil. Tchrs. | No. Stu. In Bil. Prog. | No. 1st Grd. Oth. Lang. |
|---|---|---|---|---|---|---|---|
| HAGERMAN (Chaves County) | | | | | | | |
| Board President | Lindell Andrews | Ind. | 0 | 0 | 5 | 148 | 10 |
| Board Vice Pres. | Tony Trujillo | Blk. | 0 | 0 | | | |
| Board Member | Frank Rhodes | Ori. | 0 | 0 | | | |
| Board Member | Willard Watson | M-A | 279 | 56.3 | | | |
| Board Member | Jim Langenegger | Oth. | 217 | 43.8 | | | |
| Superintendent | Gordan L. King | Tot. | 496 | 100.0 | | | |
| HATCH (Dona Ana County) | | | | | | | |
| Board President | Gilbert Bartlett | Ind. | 1 | .1 | none | none | 22 |
| Board Vice Pres. | Rudolfo Trujillo | Blk. | 9 | .9 | | | |
| Board Member | Billy D. Halsell | Ori. | 0 | 0 | | | |
| Board Member | Robert L. Duran | M-A | 761 | 73.6 | | | |
| Board Member | Brady Porter | Oth. | 262 | 25.4 | | | |
| Superintendent | J. Q. Barnes, Jr. | Tot. | 1033 | 100.0 | | | |
| HOBBS (Lea County) | | | | | | | |
| Board President | J. D. Mussett | Ind. | 23 | .3 | 2 | 229 | 34 |
| Board Vice Pres. | D. A. Cochran | Blk. | 698 | 9.2 | | | |
| Board Member | Dale Cooper | Ori. | 8 | .1 | | | |
| Board Member | Mrs. W. D. Richards | M-A | 1264 | 16.7 | | | |
| Board Member | R. L. Whitten | Oth. | 5578 | 73.7 | | | |
| Superintendent | R. N. Tydings | Tot. | 7571 | 100.0 | | | |
| HONDO VALLEY (Lincoln County) | | | | | | | |
| Board President | John A. Cooper | Ind. | 0 | 0 | none | none | ? |
| Board Vice Pres. | Orlando Lucero | Blk. | 0 | 0 | | | |
| Board Member | Mary Helen Skeen | Ori. | 0 | 0 | | | |
| Board Member | Modesto Chavez | M-A | 208 | 78.8 | | | |
| Board Member | Robert Gutierrez | OOth. | 56 | 21.2 | | | |
| Superintendent | Ernest J. Booky | Tot. | 264 | 100.0 | | | |
| HOUSE (Quay County) | | | | | | | |
| Board President | H. J. Lee | Ind. | 0 | 0 | none | none | 0 |
| Board Vice Pres. | Bruce Runyan | Blk. | 0 | 0 | | | |
| Board Member | Jimmie Snipes | Ori. | 0 | 0 | | | |
| Board Member | Bill Upton | M-A | 3 | 3.5 | | | |
| Board Member | Billy S. Parmer | Oth. | 82 | 96.5 | | | |
| Superintendent | Henry L. Paul | Tot. | 85 | 100.0 | | | |
| JAL (Lea County) | | | | | | | |
| Board President | Jack D. Hedgpeth | Ind. | 5 | .6 | none | none | 11 |
| Board Vice Pres. | Raymond E. Harlas | Blk. | 3 | .4 | | | |
| Board Member | Mrs. Jo Ann Brininstoll | Ori. | 0 | 0 | | | |
| Board Member | B. J. Shorley | M-A | 126 | 14.8 | | | |
| Board Member | Jimmie L. Fliison | Oth. | 719 | 84.3 | | | |
| Superintendent | Carl Martin | Tot. | 853 | 100.0 | | | |
| JEMEZ MOUNTAIN (Rio Arriba County) | | | | | | | |
| Board President | Lonnie Jacquez | Ind. | 89 | 12.9 | none | none | 57 |
| Board Vice Pres. | Eliseo Jacquez | Blk. | 0 | 0 | | | |
| Board Member | Saloman Martinez | Ori. | 0 | 0 | | | |
| Board Member | Ramon Chacon | M-A | 467 | 67.7 | | | |
| Board Member | Harold Truby | Oth. | 134 | 19.4 | | | |
| Superintendent | Glen Ellison | Tot. | 690 | 100.0 | | | |



0017

| SCHOOL DISTRICT & ADMINISTRATION | | PUPIL ENROLLMENT Ethnic Comp. | No. Student Enroll. | PCTG. (%) | BILINGUAL INSTRUCTION No. Bil. Tchrs. | No. Stu. In Bil. Prog. | No. 1st Grd. Oth. Lang. |
|---|---|---|---|---|---|---|---|
| JEMEZ SPRINGS (Sandoval County) | | | | | | | |
| Board President | Mike Romero | Ind. | 258 | 44.3 | none | none | ? |
| Board Vice Pres. | James Brownson | Blk. | 0 | 0 | | | |
| Board Member | Ciriaco Toya | Ori. | 0 | 0 | | | |
| Board Member | Bennie Salas | M-A | 199 | 34.1 | | | |
| Board Member | Frank Valverde | Oth. | 126 | 21.6 | | | |
| Board Member | Leroy Peterson | Tot. | 583 | 100.0 | | | |
| Board Member | Frank Fraqua | | | | | | |
| Superintendent | W. T. Turner | | | | | | |
| LAKE ARTHUR (Chaves County) | | | | | | | |
| Board President | Bill Merritt | Ind. | 1 | .5 | 2 | 37 | 18 |
| Board Vice Pres. | Delbert Robinson | Blk. | 0 | 0 | | | |
| Board Member | John P. Nelson | Ori. | 0 | 0 | | | |
| Board Member | Donald H. Nelson | M-A | 164 | 73.9 | | | |
| Board Member | Carroll W. Jackson, Jr. | Oth. | 57 | 25.7 | | | |
| Superintendent | David Koch (Acting) | Tot. | 222 | 100.0 | | | |
| LAS CRUCES (Dona Ana County) | | | | | | | |
| Board President | George R. Hackler | Ind. | 21 | .1 | 27 | 588 | 533 |
| Board Vice Pres. | Joseph L. Lopez | Blk. | 323 | 2.1 | | | |
| Board Member | Vincent Boudreau | Ori. | 76 | .5 | | | |
| Board Member | Jim Crouch | M-A | 8185 | 52.3 | | | |
| Board Member | Mrs. Tom Salopk | Oth. | 7045 | 45.0 | | | |
| Superintendent | John E. Stablein | Tot. | 15650 | 100.0 | | | |
| LAS VEGAS CITY (San Miguel County) | | | | | | | |
| Board President | David Guerin | Ind. | 8 | .3 | 11 | 216 | 128 |
| Board Vice Pres. | Tino B. Gallegos | Blk. | 7 | .3 | | | |
| Board Member | G. M. Jones | Ori. | 5 | .2 | | | |
| Board Member | Pual Gamertsfelder | M-A | 2050 | 75.1 | | | |
| Board Member | Dr. Laszlo Zold | Oth. | 659 | 24.1 | | | |
| Superintendent | J. D. Vasquez | Tot. | 2729 | 100.0 | | | |
| LAS VEGAS WEST (San Miguel County) | | | | | | | |
| Board President | Donald A. Martinez | Ind. | 0 | 0 | 36 | 735 | 176 |
| Board Vice Pres. | Rudy Roybal | Blk. | 2 | .1 | | | |
| Board Member | Pete Garcia | Ori. | 0 | 0 | | | |
| Board Member | Benny E. Flores | M-A | 2785 | 96.4 | | | |
| Board Member | Filiberto Padilla | Oth | 102 | 3.5 | | | |
| Superintendent | Ray Leger | Tot. | 2889 | 100.0 | | | |
| LOGAN (Quay County) | | | | | | | |
| Board President | H. L. Shiplet | Ind. | 2 | 1.0 | none | none | ? |
| Board Vice Pres. | Dan M. May | Blk. | 0 | 0 | | | |
| Board Member | Irven Barber | Ori. | 0 | 0 | | | |
| Board Member | F. J. Smith, Jr. | M-A | 60 | 28.8 | | | |
| Board Member | Phillip Smith | Oth. | 146 | 70.2 | | | |
| Superintendent | Richard T. Machovec | Tot. | 208 | 100.0 | | | |
| LORDSBURG (Hidalgo County) | | | | | | | |
| Board President | Henry Alvarez | Ind. | 1 | .1 | 1 | 12 | 88 |
| Board Vice Pres. | Mary Moralez | Blk. | 1 | .1 | | | |
| Board Member | Gilbert Huvens | Ori. | 2 | .2 | | | |
| Board Member | Petra Estrada | M-A | 807 | 61.6 | | | |
| Board Member | June Hill | Oth. | 500 | 38.1 | | | |
| Superintendent | Dr. James L. Latham | Tot. | 1311 | 100.0 | | | |

| SCHOOL DISTRICT & ADMINISTRATION | | PUPIL ENROLLMENT Ethnic Comp. | No. Student Enroll. | PCTG. (%) | BILINGUAL INSTRUCTION No. Bil. Tchrs. | No. Stu. In Bil. Prog. | No. 1st Grd. Oth. Lang. |
|---|---|---|---|---|---|---|---|
| LOS ALAMOS (Los Alamos County) | | | | | | | |
| Board President | Dr. Peter G. Salgado | Ind. | 17 | .3 | none | none | 0 |
| Board Vice Pres. | Joseph W. Taylor | Blk. | 19 | .4 | | | |
| Board Member | Mrs. Dolly H. Baker | Ori. | 19 | .4 | | | |
| Board Member | George O. Bjarke | M-A | 498 | 10.0 | | | |
| Board Member | Dr. John F. Spalding | Oth. | 4412 | 88.9 | | | |
| Superintendent | Dr. Duane W. Smith | Tot. | 4965 | 100.0 | | | |
| LOS LUNAS (Valencia County) | | | | | | | |
| Board President | Jose U. Otero | Ind. | 268 | 7.4 | none | none | ? |
| Board Vice Pres. | Ismael Gurule | Blk. | 9 | .2 | | | |
| Board Member | Fidel Aragon | Ori. | 9 | .2 | | | |
| Board Member | [illegible]lego Orono | M-A | 1587 | 43.8 | | | |
| Board Member | Fred Luna | Oth. | 1749 | 48.3 | | | |
| Superintendent | Raymond A. Gabaldon | Tot. | 3622 | 100.0 | | | |
| LOVING (Eddy County) | | | | | | | |
| Board President | Jayder Moore | Ind. | 0 | 0 | 1 | 151 | 26 |
| Board Vice Pres. | Epifanio Calderon | Blk. | 2 | .7 | | | |
| Board Member | Antonio Balderrama | Ori. | 1 | .2 | | | |
| Board Member | Cecil Williams | M-A | 333 | 80.6 | | | |
| Board Member | Cipriano Martinez | Oth. | 76 | 18.4 | | | |
| Superintendent | Duane Darling | Tot. | 413 | 100.0 | | | |
| LOVINGTON (Lea County) | | | | | | | |
| Board President | Ben O. Alexander | Ind. | 3 | .1 | 2 | 45 | 44 |
| Board Vice Pres. | Robert Kerby | Blk. | 118 | 4.2 | | | |
| Board Member | John E. Benge | Ori. | 0 | 0 | | | |
| Board Member | Merrill Norton | M-A | 739 | 26.6 | | | |
| Board Member | Joe A. Trujillo | Oth. | 1921 | 69.1 | | | |
| Superintendent | Larry Crouse | Tot. | 2781 | 100.0 | | | |
| MAGDALENA (Socorro County) | | | | | | | |
| Board President | Antonio J. Trujillo | Ind. | 322 | 53.0 | 7 | 96 | 51 |
| Board Vice Pres. | Joe Francese | Blk. | 1 | .2 | | | |
| Board Member | S. E. Gutierrez, Jr. | Ori. | 0 | 0 | | | |
| Board Member | George D. Harris | M-A | 186 | 30.6 | | | |
| Board Member | Olsen Apachito | Oth. | 99 | 16.3 | | | |
| Superintendent | Ray Smith | Tot. | 608 | 100.0 | | | |
| MAXWELL (Colfax County) | | | | | | | |
| Board President | Leonard Know, Jr. | Ind. | 0 | 0 | none | none | 50 |
| Board Vice Pres. | Charles Hoy | Blk. | 0 | 0 | | | |
| Board Member | Elizabeth Pacheco | Ori. | 0 | 0 | | | |
| Board Member | Dolores Spences | M-A | 84 | 59.6 | | | |
| Board Member | Carl Odom | Oth. | 57 | 40.4 | | | |
| Superintendent | Melvin C. Root | Tot. | 141 | 100.0 | | | |
| MELROSE (Curry County) | | | | | | | |
| Board President | Melvin Estes | Ind. | 6 | 2.1 | none | none | 2 |
| Board Vice Pres. | Ray J. Lofton | Blk. | 0 | 0 | | | |
| Board Member | Edgar Hough | Ori. | 0 | 0 | | | |
| Board Member | Homer Green | M-A | 23 | 8.0 | | | |
| Board Member | J. V. Curtis | Oth. | 259 | 89.9 | | | |
| Superintendent | Daniel L. Younger | Tot. | 288 | 100.0 | | | |
| MORA (Mora County) | | | | | | | |
| Board President | Lazaro Garcia | Ind. | 0 | 0 | 15 | 162 | ? |
| Board Vice Pres. | Perfecto Duran | Blk. | 0 | 0 | | | |
| Board Member | Tony Aragon | Ori. | 0 | 0 | | | |
| Board Member | Benito Lujan | M-A | 1082 | 98.0 | | | |
| Board Member | Levi Alcon | Oth. | 22 | 2.0 | | | |
| Superintendent | Ernest B. Abreu | Tot. | 1104 | 100.0 | | | |

| SCHOOL DISTRICT & ADMINISTRATION | | PUPIL ENROLLMENT | | | BILINGUAL INSTRUCTION | | |
|---|---|---|---|---|---|---|---|
| | | Ethnic Comp. | No. Student Enroll. | PCTG. (%) | No. Bil. Tchrs. | No. Stu. In Bil. Prog. | No. 1st Grd. Oth. Lang. |
| MORIARTY (Torrance County) | | | | | | | |
| Board President | Sam King | Ind. | 0 | 0 | 1 | 100 | 40 |
| Board Vice Pres. | Homer Kirlin | Blk. | 0 | 0 | | | |
| Board Member | E. E. Fullingim | Ori. | 0 | 0 | | | |
| Board Member | Herman Armijo | M-A | 282 | 32.5 | | | |
| Board Member | Robert Webb | Oth. | 587 | 67.5 | | | |
| Superintendent | John B. Salvo | Tot. | 869 | 100.0 | | | |
| MOSQUERO (Harding County) | | | | | | | |
| Board President | Andres Trujillo | Ind. | 0 | 0 | none | none | 2 |
| Board Vice Pres. | Richard Hammer | Blk. | 0 | 0 | | | |
| Board Member | August Hayoz | Ori. | 0 | 0 | | | |
| Board Member | Louis Baca | M-A | 100 | 87.0 | | | |
| Board Member | Pat Trujillo | Oth. | 15 | 13.0 | | | |
| Superintendent | Charles W. Ward | Tot. | 115 | 100.0 | | | |
| MONTAINAIR (Torrance County) | | | | | | | |
| Board President | Elliot Ferrer | Ind. | 0 | 0 | 6 | 62 | 13 |
| Board Vice Pres. | Casey Luna | Blk. | 0 | 0 | | | |
| Board Member | Edward Birmingham | Ori. | 0 | 0 | | | |
| Board Member | J. J. Lueras | M-A | 272 | 61.3 | | | |
| Board Member | Billy G. Orr | Oth. | 172 | 38.7 | | | |
| Superintendent | James R. Brown | Tot. | 444 | 100.0 | | | |
| OJO CALIENTE (Taos County) | | | | | | | |
| Board President | Pete Sena | Ind. | 0 | 0 | none | none | ? |
| Board Vice Pres. | Alfonso Chacon | Blk. | 0 | 0 | | | |
| Board Member | Teofilo Martinez | Ori. | 0 | 0 | | | |
| Board Member | Mrs. P. O. Martin | M-A | 599 | 90.6 | | | |
| Board Member | Max L. Campos | Oth. | 58 | 9.4 | | | |
| Superintendent | Benlot Duran | Tot. | 617 | 100.0 | | | |
| PECOS (San Miguel County) | | | | | | | |
| Board President | Mrs. Sabino Valera | Ind. | 0 | 0 | none | none | ? |
| Board Vice Pres. | Felice Gallegos | Blk. | 0 | 0 | | | |
| Board Member | Demetrio Roybal | Ori. | 0 | 0 | | | |
| Board Member | Tony J. Roybal | M-A | 788 | 94.0 | | | |
| Board Member | Liberato A. Vigil | Oth. | 50 | 6.0 | | | |
| Superintendent | Eloy J. Blea | Tot. | 838 | 100.0 | | | |
| PENASCO (Taos County) | | | | | | | |
| Board President | Laudes Romero Jr. | Ind. | 16 | 1.7 | 20 | 422 | 52 |
| Board Vice Pres. | Pat Aguilar | Blk. | 0 | 0 | | | |
| Board Member | Wilfred Gallegos | Ori. | 0 | 0 | | | |
| Board Member | Miguel Romero | M-A | 891 | 97.4 | | | |
| Board Member | George Maestas | Oth. | 8 | .9 | | | |
| Board Member | Pat Martinez | Tot. | 915 | 100.0 | | | |
| Board Member | Paul H. Medina | | | | | | |
| Superintendent | Felix L. Duran | | | | | | |
| POJOAQUE (Santa Fe County) | | | | | | | |
| Board President | Pablo Roybal | Ind. | 174 | 13.6 | none | none | 74 |
| Board Vice Pres. | Felipe T. Martinez | Blk. | 2 | .2 | | | |
| Board Member | Ernest Mirable | Ori. | 0 | 0 | | | |
| Board Member | Longino Vigil | M-A | 850 | 66.3 | | | |
| Board Member | Jose Toby Romero | Oth. | 256 | 30.0 | | | |
| Superintendent | Frank B. Lopez | Tot. | 1282 | 100.0 | | | |



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| SCHOOL DISTRICT & ADMINISTRATION | | PUPIL ENROLLMENT Ethnic Comp. | No. Student Enroll. | PCTG. (%) | BILINGUAL INSTRUCTION No. Bil. Tchrs. | No. Stu. In Bil. Prog. | No. 1st Grd. Oth. Lang. |
|---|---|---|---|---|---|---|---|
| PORTALES (Roosevelt County) | | | | | | | |
| Board President | Gordan Hatch | Ind. | 5 | .2 | 15 | 659 | 50 |
| Board Vice Pres. | Frank Barnett | Blk. | 12 | .4 | | | |
| Board Member | Morton Gragg | Ori. | 3 | .1 | | | |
| Board Member | Carlos Paiz | M-A | 847 | 30.4 | | | |
| Board Member | Curtis Breshears | Oth. | 1921 | 68.9 | | | |
| Superintendent | L. C. Cozzens | Tot. | 2788 | 100.0 | | | |
| QUEMADO (Catron County) | | | | | | | |
| Board President | Louis Naida | Ind. | 7 | 3.6 | none | none | ? |
| Board Vice Pres. | Elliott McMaster | Blk. | 0 | 0 | | | |
| Board Member | Bonnie Armstrong | Ori. | 0 | 0 | | | |
| Board Member | Michael Harriot, Jr. | M-A | 48 | 24.9 | | | |
| Board Member | Richard M. Chavez | Oth. | 138 | 71.5 | | | |
| Superintendent | Alfred Dooley | Tot. | 193 | 100.0 | | | |
| QUESTA (Taos County) | | | | | | | |
| Board President | Sofio D. Ortega | Ind. | 0 | 0 | none | none | ? |
| Board Vice Pres. | Floyd Garcia, Jr. | Blk. | 3 | .3 | | | |
| Board Member | Ernest J. Cardenas | Ori. | 0 | 0 | | | |
| Board Member | Fred A. Rael | M-A | 840 | 83.6 | | | |
| Board Member | Edward S. Quintana | Oth. | 162 | 16.1 | | | |
| Board Member | Manuel E. Martinez | Tot. | 1005 | 100.0 | | | |
| Board Member | Demetro Lovato | | | | | | |
| Superintendent | Horace Martinez | | | | | | |
| RATON (Colfax County) | | | | | | | |
| Board President | Kenneth Volpato | Ind. | 1 | .1 | 1 | 157 | 4 |
| Board Vice Pres. | Louis Garcia | Blk. | 11 | .6 | | | |
| Board Member | Ben R. Baker, Jr. | Ori. | 0 | 0 | | | |
| Board Member | Frank Cimino | M-A | 1082 | 55.3 | | | |
| Board Member | Bob Blaine | Oth. | 864 | 44.1 | | | |
| Superintendent | Russell Knudson | Tot. | 1958 | 100.0 | | | |
| RESERVE (Catron County) | | | | | | | |
| Board President | L. G. Foster | Ind. | 13 | 3.4 | none | none | ? |
| Board Vice Pres. | W. D. Baker | Blk. | 2 | .5 | | | |
| Board Member | B. E. Griffin | Ori. | 0 | 0 | | | |
| Board Member | Sam Trujillo | M-A | 124 | 32.7 | | | |
| Board Member | Walter Hooser | Oth. | 240 | 63.3 | | | |
| Superintendent | Charles M. Ellis | Tot. | 379 | 100.0 | | | |
| ROSWELL (Chaves County) | | | | | | | |
| Board President | Ray Mitcham | Ind. | 19 | .2 | 5 | 100 | 26 |
| Board Vice Pres. | H. G. Prithard | Blk. | 434 | 4.2 | | | |
| Board Member | Morton W. Dann | Ori. | 27 | .3 | | | |
| Board Member | Norman Patterson | M-A | 3461 | 33.9 | | | |
| Board Member | Stuart D. Shanor | Oth. | 6274 | 61.4 | | | |
| Superintendent | Roger L. Luginbill | Tot. | 10215 | 100.0 | | | |
| ROY (Harding County) | | | | | | | |
| Board President | Warner Fluhman | Ind. | 0 | 0 | none | none | 4 |
| Board Vice Pres. | Allen Thompson | Blk. | 0 | 0 | | | |
| Board Member | D. M. Martinez, Jr. | Ori. | 0 | 0 | | | |
| Board Member | Jerry Porterfield | M-A | 120 | 65.2 | | | |
| Board Member | Larry Menapace | Oth. | 64 | 34.8 | | | |
| Superintendent | David B. Fontaine | Tot. | 184 | 100.0 | | | |

| SCHOOL DISTRICT & ADMINISTRATION | | PUPIL ENROLLMENT Ethnic Comp. | No. Student Enroll. | PCTG. (%) | BILINGUAL INSTRUCTION No. Bil. Tchrs. | No. Stu. In Bil. Prog. | No. 1st Grd. Oth. Lang. |
|---|---|---|---|---|---|---|---|
| RUIDOSO (Lincoln County) | | | | | | | |
| Board President | W. N. Morrison | Ind. | 89 | 7.8 | none | none | 29 |
| Board Vice Pres. | Dan Griffith | Blk. | 6 | .5 | | | |
| Board Member | W. R. Edwards | Ori. | 0 | 0 | | | |
| Board Member | Dave J. Parks | M-A | 216 | 19.0 | | | |
| Board Member | Dr. C. H. Tate | Oth. | 826 | 72.6 | | | |
| Superintendent | P. T. Valliant | Tot. | 1137 | 100.0 | | | |
| SAN JON (Quay County) | | | | | | | |
| Board President | C. L. Bowe, Jr. | Ind. | 0 | 0 | none | none | 2 |
| Board Vice Pres. | Leonard Wallin | Blk. | 0 | 0 | | | |
| Board Member | B. L. Terry, Jr. | Ori. | 0 | 0 | | | |
| Board Member | Herman H. Ayres | M-A | 40 | 24.7 | | | |
| Board Member | Gary L. Frost | Oth. | 122 | 75.3 | | | |
| Superintendent | Charles B. Stockton | Tot. | 162 | 100.0 | | | |
| SANTA FE (Santa Fe County) | | | | | | | |
| Board President | Robert Sweeney | Ind. | 205 | 1.7 | 19 | 475 | 100 |
| Board Vice Pres. | Dr. Joe Hernandez | Blk. | 52 | .4 | | | |
| Board Member | Gregory Salinas | Ori. | 13 | .1 | | | |
| Board Member | Mrs. Alice E. Daum | M-A | 7438 | 63.3 | | | |
| Board Member | Sam Garcia | Oth. | 4048 | 34.4 | | | |
| Superintendent | Philip Bebo | Tot. | 11756 | 100.0 | | | |
| SANTA ROSA (Guadalupe County) | | | | | | | |
| Board President | Jimmie Johnson | Ind. | 0 | 0 | 5 | 103 | 53 |
| Board Vice Pres. | Lorenzo A. Marquez | Blk. | 0 | 0 | | | |
| Board Member | Sam Brown | Ori. | 0 | 0 | | | |
| Board Member | Juan D. Perea | M-A | 983 | 88.1 | | | |
| Board Member | Robert L Cordova | Oth. | 133 | 11.9 | | | |
| Superintendent | Louis J. Flores | Tot. | 1116 | 100.0 | | | |
| SILVER CITY (Grant County) | | | | | | | |
| Board President | Harold Cope | Ind. | 10 | .3 | 6 | 117 | 140 |
| Board Vice Pres. | Mancel Mortensen | Blk. | 18 | .5 | | | |
| Board Member | Frank Salaiz | Ori. | 5 | .1 | | | |
| Board Member | Ben Ormand | M-A | 1490 | 44.5 | | | |
| Board Member | Wendell D. Keller | Oth. | 1827 | 54.5 | | | |
| Superintendent | H. Fred Pomeroy | Tot. | 3350 | 100.0 | | | |
| SOCORRO (Socorro County) | | | | | | | |
| Board President | Gilbert Sanchez | Ind. | 12 | .6 | 1 | 87 | 12 |
| Board Vice Pres. | Dick M. Gallegos | Blk. | 10 | .5 | | | |
| Board Member | Tom Crespin | Ori. | 8 | .4 | | | |
| Board Member | Raymond R. Gallegos | M-A | 1294 | 61.2 | | | |
| Board Member | Tony J. Jaramillo | Oth. | 789 | 37.3 | | | |
| Superintendent | J. Placido Garcia | Tot. | 2113 | 100.0 | | | |
| SPRINGER (Colfax County) | | | | | | | |
| Board President | Malcolm Morrow | Ind. | 1 | .2 | none | none | ? |
| Board Vice Pres. | Jerry Smith | Blk. | 2 | .3 | | | |
| Board Member | Robert S. Portillos | Ori. | 0 | 0 | | | |
| Board Member | Joe E. Montoya | M-A | 395 | 59.6 | | | |
| Board Member | Eddie Armijo | Oth. | 265 | 40.0 | | | |
| Superintendent | Fred J. Pompeo | Tot. | 663 | 100.0 | | | |


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| SCHOOL DISTRICT & ADMINISTRATION | | PUPIL ENROLLMENT Ethnic Comp. | No. Student Enroll. | PCTG. (%) | BILINGUAL INSTRUCTION No. Bil. Tchrs. | No. Stu. In Bil. Prog. | No. 1st Grd. Oth. Lang. |
|---|---|---|---|---|---|---|---|
| **TAOS (Lea County)** | | | | | | | |
| Board President | Philip Cantu, Jr. | Ind. | 149 | 4.6 | 22 | 497 | 303 |
| Board Vice Pres. | Leopoldo Baca | Blk. | 7 | .2 | | | |
| Board Member | Eli Herrera | Ori. | 1 | .1 | | | |
| Board Member | Pancracio Romero | M-A | 2599 | 79.7 | | | |
| Board Member | Arthur Martinez | Oth. | 504 | 15.5 | | | |
| Board Member | Alfredo G. Gonzales | Tot. | 3260 | 100.0 | | | |
| Board Member | Cruze Vigil | | | | | | |
| Superintendent | Orlando G. Ortiz | | | | | | |
| **TATUM (Lea County)** | | | | | | | |
| Board President | Tommy Price | Ind. | 0 | 0 | none | none | 10 |
| Board Vice Pres. | Lynn Medlin | Blk. | 8 | 1.8 | | | |
| Board Member | Oma Ogle | Ori. | 0 | 0 | | | |
| Board Member | J. T. Bess | M-A | 82 | 18.2 | | | |
| Board Member | Glenn Thompson | Oth. | 361 | 80.0 | | | |
| Superintendent | Ferrel D. Caster | Tot. | 451 | 100.0 | | | |
| **TEXICO (Curry County)** | | | | | | | |
| Board President | Paul Skaggs | Ind. | 0 | 0 | none | none | 4 |
| Board Vice Pres. | Luther A. Pearce, Jr. | Blk. | 21 | 4.5 | | | |
| Board Member | Roy Richardson | Ori. | 0 | 0 | | | |
| Board Member | David Turner | M-A | 120 | 25.7 | | | |
| Board Member | D. Smith Day | Oth. | 326 | 69.8 | | | |
| Superintendent | A. D. McDonald | Tot. | 467 | 100.0 | | | |
| **T or C (Sierra County)** | | | | | | | |
| Board President | Ted Laubacher | Ind. | 3 | .2 | none | none | 8 |
| Board Vice Pres. | Henry J. Jara | Blk. | 1 | .1 | | | |
| Board Member | Alex Trujillo | Ori. | 0 | 0 | | | |
| Board Member | Robert Cowley | M-A | 559 | 37.6 | | | |
| Board Member | Jack Cain | Oth. | 925 | 62.2 | | | |
| Superintendent | Basil Burks | Tot. | 1488 | 100.0 | | | |
| **TUCUMCARI (Quay County)** | | | | | | | |
| Board President | George E. Evetts | Ind. | 2 | .1 | 4 | 300 | 10 |
| Board Vice Pres. | Richard R. Reid | Blk. | 41 | 1.8 | | | |
| Board Member | Robert J. McClelland | Ori. | 4 | .2 | | | |
| Board Member | J. R. McCausland | M-A | 1068 | 46.1 | | | |
| Board Member | Benjamin Munoz | Oth. | 1200 | 51.8 | | | |
| Superintendent | Horace Wood | Tot. | 2315 | 100.0 | | | |
| **TULAROSA (Otero County)** | | | | | | | |
| Board President | Guy E. Warder | Ind. | 474 | 30.8 | none | none | 23 |
| Board Vice Pres. | Alfonso Aguilar | Blk. | 2 | .1 | | | |
| Board Member | Ronald E. Cooksey | Ori. | 6 | .4 | | | |
| Board Member | Emil Martinelli | M-A | 568 | 36.9 | | | |
| Board Member | Carmen Brusuelas | Oth. | 491 | 31.9 | | | |
| Board Member | Mrs. Narcissus Gayton | Tot. | 1541 | 100.0 | | | |
| Board Member | Pete Kazhe | | | | | | |
| Superintendent | Wm. A. Slade | | | | | | |
| **VAUGHN (Guadalupe County)** | | | | | | | |
| Board President | Emilio Burguete | Ind. | 0 | 0 | none | none | 23 |
| Board Vice Pres. | Robert Coleman | Blk. | 0 | 0 | | | |
| Board Member | Isidro Marino | Ori. | 0 | 0 | | | |
| Board Member | Albert Perez | M-A | 230 | 84.2 | | | |
| Board Member | Norberto Archibeque | Oth. | 43 | 15.8 | | | |
| Superintendent | Tom Tenorio | Tot. | 273 | 100.0 | | | |

| SCHOOL DISTRICT & ADMINISTRATION | | PUPIL ENROLLMENT Ethnic Comp. | No. Student Enroll. | PCTG. (%) | BILINGUAL INSTRUCTION No. Bil. Tchrs. | No. Stu. In Bil. Prog. | No. 1st Grd. Oth. Lang. |
|---|---|---|---|---|---|---|---|
| WAGON MOUND (Mora County) | | | | | | | |
| Board President | Lawrence J. Martinez | Ind. | 0 | 0 | 1 | 51 | 15 |
| Board Vice Pres. | Le Roy J. Roy | Blk. | 0 | 0 | | | |
| Board Member | Elia Garcia | Ori. | 0 | 0 | | | |
| Board Member | S. Levi Cruz | M-A | 236 | 93.3 | | | |
| Board Member | Felipe Vigil | Oth. | 17 | 6.7 | | | |
| Superintendent | Albert Pena | Tot. | 253 | 100.0 | | | |

In the 1973-74 school year there are a total of 283,394 students enrolled in 88 school districts in New Mexico. Of these, 116,408 students or 41.1% are Chicanos, and they are found in all school districts; 23,164 students or 8.2% are Indian, and they are in 55 of the school districts; 726 students or .3% are oriental, and they are in 30 of the districts; and 137,033 students or 48.3% are Anglo, and they are found in all 88 districts. Forty school districts have bilingual programs. There are 509 teachers and 13,933 children in these bilingual programs.

The most significant findings of this compilation are that the minority student population of New Mexico has increased both numerically and in percentage while the non-minority student population has decreased over the past year, and that both Chicano and Anglo students are to be found in every school district of the state, which was not the case last year. (The complete breakdown of this can be found in the "Ethnic Breakdown by School District in New Mexico–1973-74 School Year" Civil Rights Report)

B. **Institutes of Higher Learning**

There have been no reports done in terms of ethnic breakdown on post-graduate students. The following is taken from the ACT Report 1973 and *"How New Mexico Stacks up on Education 1972,"* done by the Research Unit, State Department of Education.

**TABLE I – ACT**

**Educational Plans – Degrees Sought 1973**

| | |
|---|---|
| Vocational-Technical (less than two years) | 4% |
| Two Years of College Degrees | 14% |
| BA Degree | 39% |
| One or Two Years Graduate Work | 20% |
| Doctorate (Ph.D., M.D., etc.) | 11% |
| All Others (High School Diploma, J.D., LL.B., B.D., etc.) | 11% |

**TABLE II – NEW MEXICO RESEARCH UNIT**

**Percent of those tested by Ethnic Group and those taking ACT**

| Ethnic Group | Grade 1 | Grade 5 | Grade 8 | ACT |
|---|---|---|---|---|
| Anglo | 45 | 49 | 50 | 61 |
| Chicano | 43 | 41 | 40 | 22 |
| Indian | 9 | 7 | 6 | 7 |
| Black | 2 | 2 | 2 | 2 |
| Other | 1 | 1 | 1 | 8 |

From these data, it appears that Anglo students are over-represented in percentage of college-bound students, and Spanish-surnamed students are under-represented–a situation that is not entirely unsuspected. The figures, however, do give an indication of the dimensions of the disparity.

VIII.

# REPORT ON THE FIRST INSTITUTE AND ACTION LEADING TO IT

## A. Action Leading To First Institute

The Chicano Mobile Institute–New Mexico, got underway on August 2, 1973, when the Advisory Board met at La Posada Inn, Santa Fe, New Mexico, at 1:30 p.m.

Lt. Governor Mondargon outlined the purpose and guidelines of the Chicano Mobile Institute (CMI) and introduced Albino Baca as the Southwest CMI Project Director. Mr. Baca took the Advisory Board through the expectations of CMI for the year and stated that the position of State Coordinator was vacant and that several applications had been received.

The second CMI New Mexico Board Meeting was held in La Posada Inn, Santa Fe, New Mexico, on August 17, 1973, at which time it was announced that Francisco Quintana of Taos, New Mexico, had been selected as CMI–New Mexico State Coordinator. Quintana then presented the board with a CMI–New Mexico proposal which was approved by the board.

Quintana, at a CMI board meeting on September 21, 1973, presented and suggested a possible coordinating effort with the National Education Task Force de la Raza, Teacher Corps, and the New Mexico State Department of Education to present the first CMI–New Mexico Institute. He stated that these organizations shared similar objectives thereby eliminating duplication of efforts and enabling CMI to sponsor and conduct "one good" institute rather than several small institutes. The board agreed. Quintana then stated that he had already formed a New Mexico Caucus. The Caucus is comprised of educators associated with the National Education Task Force de la Raza, Teacher Corps, and the State Department of Education.

At a later meeting in Santa Fe with Dr. Henry Casso, Executive Secretary of the Task Force, and Tomas Villareal of NEA, it was decided that the CMI-New Mexico participate in an upcoming (Nov. 28 to Dec. 1, 1973) National Bilingual-Bicultural Education Conference in the areas of Community Involvement and Bilingual Education. During the Task Force/NEA jointly sponsored Institute presentations were made on several successful models of Bilingual-Bicultural education Programs in New Mexico. Albino Baca moderated the Community Action Panel which arrived at the following (9) nine significant conclusions and recommendations:

### (1) Community Action, Conclusions and Recommendations

Unification of objectives and strategies was stressed as vital to the success of community action efforts to influence legislation, court decisions, administrative policies, and education associations at the local, state, and national levels to bring about educational improvement for Chicanos. It was further emphasized that community action leaders must effectively encourage Chicano parents to take greater interest in the instruction of their children and to participate as a cohesive, forceful, special interest group in educational decision-making. It was agreed that the Chicano community needs to impress upon people who are hired to do the job of education, that they must respond to the educational needs and desires of all the community, or concerted efforts will be made to get people who can and will do the job. Alternative schools must be planned and initiated; and the Chicano community must be cautious about accepting research data on Chicanos that is undertaken supposedly in the name of educational progress, but that may, instead, serve to stereotype and stifle the Chicanos, who will not surrender their educational rights. Not even when the Anglo throws an occasional "Hueso" via their token "callate la boca Chicano" programs. "Ya basta, Chicanos no longer accept inadequate research of the Chicano in education."



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**Recommendations**

1. *All political and social leverage, positive or negative, should be utilized for the effectuation of constructive change.*
2. In the selection of conferences, planners should be sensitive to the Chicano employment ratio.
3. Local school systems should cease filling educational positions with out-of-state, out-of-region educators who have not had the training to understand and respect the dignity of Chicanos. Educators should live in the communities and barrios that they serve; they should talk *with*–not *at*–the community.
4. Community action efforts should be directed toward bringing reality to educational processes and minimizing school system reliance on irrelevant ideology presented in standard text books.
5. It should be recognized that the only true socio-political leverage that Chicanos have for effective positive educational change is our *"gente,"* therefore, we as educators need to educate our Raza to be effective lobbyists by:
   - forming coalitions with Chicano lawyers who are sensitive to our needs;
   - forming coalitions with Chicano law students in universities; and
   - teaching our people how to read better in the areas of socio-political literature, civil rights literature, community action literature, and any other materials that will increase our effectiveness in seeking the desired positive change.
6. It should be recognized that educational change does not come easily, but rather through hard organizing, long-range commitment, and hard work.
7. It should be recognized that the true realization of bilingual/bicultural education as a goal is not enough, but rather that continued educational alternatives for the whole community must be achieved.
8. Chicano communities must be alert to, and seek implementation of state laws mandating ethnicity requirements in education, which school and governing officials may be ignoring–for example,
   (a) the bilingual requirement for all teachers in New Mexico; and
   (b) the legal rights of Chicanos set forth by "El Tratado de Guadalupe Hidalgo," 1848.
9. Effective efforts should be made to develop positive alternative educational systems that do address themselves to facilitating the learning of Chicanos.

Meanwhile, the New Mexico Caucus developed resolutions relative to New Mexico. These resolutions were presented by Quintana to more than 1000 institute participants representing more than 28 states and Mexico. The resolutions were adopted unanimously. They are as follows:

(2) **Resolutions adopted by New Mexico Caucus at National Bilingual-Bicultural Institutes.**

WHEREAS, WE ARE AWARE THAT EDUCATION IN NEW MEXICO HAS FAILED TO MEET THE NEEDS OF OUR BILINGUAL-MULTICULTURAL CHILDREN, WE THE NEW MEXICO CAUCUS PROPOSE:

1. That all school districts implement comprehensive and viable instructional programs which will insure the cultural and linguistic equality of all children in the state of New Mexico;
2. That the concept of bilingual-multicultural education be extended to all districts for all children in New Mexico;
3. That state legislation for bilingual-multicultural education provide adequate funding to implement instructional programs on a continuing basis rather than the three (3) year transitional-imitations of the present legislation;



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4. that the State Department of Education require that local school districts employ *those teachers that are prepared or are in training to meet the needs of* bilingual-multicultural children;
5. That all school districts in conjunction with the State Department of Education, provide in-service training for all teachers, based on the needs of the bilingual-multicultural setting of this state;
6. That certification be changed to meet the needs of all cultures of this state; and that recertification be assessed accordingly every three (3) years and that at least half of the recertification requirements be in the area of the cultural needs of the state;
7. That the State Department of Education mandate to local districts that there be direct community involvement in the full implementation of their educational program;
8. That teacher training programs include a community action internship for all potential teachers;
9. That local school districts strive towards balanced staffing in their district;
10. That Title VII of the Elementary and Secondary Education Act of 1964 Funding Policy be extended beyond the five year limitation until such time as we have reached equal education for all;
11. That the legislature appropriate the necessary monies and direct the Board of Educational Finance (B.E.F.) to fund viable bilingual-multicultural teacher training programs;

THEREFORE, BE IT RESOLVED, THAT THIS NATIONAL BILINGUAL-BICULTURAL INSTITUTE ADOPT THESE RESOLUTIONS IN THEIR ENTIRETY.

Quintana was also charged with the responsibility of representing the resolutions to the New Mexico State Board of Educaiton. These were presented at the board's December meeting; however, the board felt there was not sufficient time to review the resolutions and tabled that matter until the January meeting. The following is an analysis presented by Mr. Henry Pascual to the State Board:

(3) **Analysis of the Resolutions by State Department of Education.**

1. The New Mexico Legislature passed a law during the 1973 Session which addresses itself to some aspects of this resolution. The drafters of the resolution need to be more specific about what they interpret to be cultural and linguistic equality in terms of curriculum implementation. The question of local autonomy, State Board of Education jurisdiction for the basic curriculum, and all the laws that govern the educational process should be studied by the Task Force and NEA and then they should make specific recommendations for legislation if they feel that the curriculum and educational policies of the state need to be changed.
2. This resolution already is being taken care of by the State Board of Education policy which advises all districts that they can implement bilingual multicultural education at any level of instruction--of course--on voluntary basis. The new standards being proposed by the State Board of Education make it mandatory that special language programs and bilingual-multicultural education be provided for children with low functionality in English.
3. This is a Legislative concern, but the State Board of Education supports current legislation and has, during the past three years, requested increased funding for programs in the state. Present legislation allows various models beyond the third grade. The question is sufficient funding for expansion and availability of trained teachers.
4. The General Counsel advised that it is doubtful that the State Board od Education has the authority to mandate hiring practices for local districts. However, the Board has taken a position on bilingual education which states that where it is needed it



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should be implemented. The hiring of qualified bilingual teachers is mandated by the Laws of 1973, Chapter 285. See Section 77-23-1 et seq. NMSA, 1953.

5. The State Board of Education should support resolution No. 5 and perhaps issue a statement to all superintendents to study the needs in each district and provide in-service training as needed. This of course will be contingent upon the availability of funds at the district level. If the Department of Education is to assume a teacher-training role, it should be realized that more staff would be needed to provide significant in-service training on a continuous basis.
   The State Department of Education has conducted 85 workshops during the past three years through the Cross-Cultural Education Unit and sponsored by the Civil Rights Act. These workshops were specifically designed to sensitize teachers and administrators about the bilingual-multicultural needs of the state.
6. The State Board of Education has already adopted certification criteria for elementary school teachers who will be teaching through a language other than English. The recertification policies requested by the Task Force have to be studied more for their feasability. Also, the "culture needs" should be further defined.
7. The State Board of Education should consider issuing a policy statement advising districts to be responsive to community needs and desires. The new Minimum Standards propose a needs assessment and community components. In addition, the guidelines for the State Bilingual Education Act require community involvement before projects are funded by the State.
8. It is recommended that the State Board include in certification criteria a requirement that teachers working in schools with high concentration of minority children have some training in "Human Interaction" and "Cultural Sensitivity." This, however, needs to be studied further and analyzed by the staff in consultation with the representatives from teacher-training institutions.
9. The State Board recognizes that this pertains to federal legislation and that in this area the Supremacy Clause of the Federal Constitution controls: that is, the federal law supercedes state law, therefore, it is outside our jurisdiction. The Board can issue a resolution on the matter indicating support and expressing that if violations are apparent then federal authority prevails.
10. The State Board of Education should endorse this resolution and can send a letter to the director of Title VII in Washington and to the Congressional Delegation.
11. This is a state legislative matter and the Board has gone on record supporting the need for training more bilingual teachers. These efforts are evidenced by the adoption of certification standards for elementary-bilingual teachers, the establishment of the Bilingual Teacher-Training Network, and by having sponsored a three-year teacher-training institute funded under a grant to the Department by the U.S. Office of Education.

The Multicultural Education personnel recommends that the State Board of Education president formally present these views to Mr. Francis Quintana, who presented the resolutions to the Board, and thank him for his interest in the education of the children of the state.

**(4) Interaction over Resolutions with State Board**

In their opening statements, Mr. Encinias and Mr. Pascual claimed that the opening statement of the resolution said *"completely failed"* where the statement was simply *"failed."* Mr. Pascual in presenting his analysis to the State Board took issue with the opening statement at which time Mr. Quintana was asked to defend the statement. Quintana stated that it was not the purpose of the presentation of the resolutions to condemn the State Department. That the resolutions were presented to the Board simply for their support. Quintana went on to present a copy of the "Analysis of State Wide Testing 1972-73" done by the State Department which very clearly shows where Chicano students fall progressively behind in school. (a copy of this "analysis" is attached to this report)

Mr. George Elliot questioned whether this ment the State Board would have to adopt new standards or did not the new standard provide for Bilingual-Bicultural education. Mr. Pascual stated that they did. Mr. Mayfield questioned the success of Bilingual-Bicultural programs. Quintana assured him that there were successful programs. Mr. Joe Romero moved to adopt the resolutions as presented by Mr. Pascual. Mr. Henry Rodriguez seconded the motion, the motion was passed almost unanimous with the exception of Mr. Grady Mayfield who abstained from voting.

B.

## THE FIRST CHICANO MOBILE INSTITUTE – 1974

The first Institute was held at the College of Education of the University of New Mexico in Albuquerque, on January 11th and 12th of this year. Approximately 50 to 60 people attended representing the elementary and secondary levels of several New Mexico School districts, the State Department of Education, several institutions of higher learning, including state voc-tech. schools, the State government, students and interested community leaders. Considering that participants had to pay their own way, participation was high.

Friday, January 11th, was spent making introductions and identifying general problem areas that participants brought with them.

Dr. Henry Casso made a presentation on the results of the National Bilingual-Bicultural Conference, co-sponsored by the National Task Force de la Raza and NEA.

Mr Carlos Alcala, representing the Mexican-American Legal Defense and Education Fund (MALDEF), gave a brief history of how the law has dealt with the problems Chicanos have had in education. The afternoon session was spent in group sessions where each group was charged with the responsibility of identifying the problems Chicanos have had in the different levels of the educational strata. Three groups were identified: Group 1 represented Pre-school, Elementary and Special Education, co-chaired by Mr. Nate Archuleta and Dr. Eloy Gonzales. Group 2, representing Secondary, College and TVI, was co-chaired by Dr. Rupert Trujillo, Dr. Atilano Valencia, and Mr. Orlando Stevens. Group 3 representing the community was chaired by Mr. Chris Trujillo.

The following is a list of identified problems starting with Early Childhood and running through early Adult life.

**PROBLEMS TO WHICH THE COMMUNITY ACTION GROUP SHOULD ADDRESS ITSELF AND FIND SOLUTIONS:**

1. Poor self image and low aspirations of Chicano students.
2. Societal pressure to conform and a prevailing anti-Chicano culture atmosphere.
3. Inability to break away from the dependency cycle.
4. General lack of coordination of effort, purpose, and cause within our ranks.
5. Lack of real leadership from our own Chicano leaders and hence, a lack of political and social leverage.
6. Wrong people setting priorities in the education of Chicanos within this state.
7. Dependency on "soft money" (federal support) for any new and innovative programs. Lack of sufficient state funding.
8. Lack of useful parental involvement in the education of their children.
9. Lack of court action.

**PROBLEMS FOR GROUP 1 (EARLY CHILDHOOD, ELEMENTARY AND SPECIAL EDUCATION) AND FOR WHICH TO FIND SOLUTIONS:**

1. Poor self-image and aspirations of the Chicano student.
2. General lack of coordination of effort, purposes and cause within our ranks.
3. Wrong people setting priorities.
4. Lack of adequate teacher preparation – pre-school, elementary, and special education.
5. Misuse and misrepresentation of data which tends to stereotype Chicanos.


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**PROBLEMS FOR GROUP 2 (SECONDARY, POST-SECONDARY, COLLEGE, AND VOC. TECH) AND FOR WHICH TO FIND SOLUTIONS:**

1. Lack of Administrative Awareness and concern about true educational problems of Chicanos.
2. Lack of relevant materials at all levels.
3. Lack of dissemination of meaningful educational program models, materials, or methodology.
4. Poor teacher preparation.
5. Lack of useful counseling at all levels.
6. Lack of coordination and communication between the teacher-training institutions, the State Department of Education, and the Justice Department, when dealing with the education of Chicanos.
7. High drop-out rate.
8. Lack of alternative methods of education.

These problems were analyzed and researched to see if they actually did exist. Most of the proof lay within the research and test data done by the State Department of Education and/or the Civil Rights Reports; Report No. 1, "Ethnic Isolation of Mexican-Americans in Public Schools of the Southwest," Report No. 2, "The Unfinished Education," Report No. 3, "The Excluded Student," Report No. 5, "Teachers and Students." Summaries of these reports and New Mexico State Department of Education data may be obtained at the State Department of Education in Santa Fe, New Mexico.

C.

## THE SECOND CHICANO MOBILE INSTITUTE

The second Chicano Mobile Institute was also held at the College of Education of the University of New Mexico. It was held on Friday and Saturday, April 5 and 6. The participants were all presented with a list of all the problems identified in the first Institute and charged with the responsibility of finding solutions and identifying key problem solvers. The following is a breakdown of how this took place.

### PART I. COMMUNITY INVOLVEMENT

**Problem No. 1—"Poor Self-Image and Low Aspirations"**

A. Possible Solutions:
   1. Positive exposure of local, state and national heritage through a multicultural curriculum for Chicanos.
   2. A comprehensive Cultural Awareness Program to include all the citizens of the state.
   3. Use of culturally relevant materials for the educational process at all levels.
   4. Parent-teacher training institutes.
   5. Training teachers to use culture as an instructional vehicle.
   6. Proper certification and placement of Bilingual-Multicultural teachers.
   7. Demand that the Attorney General enforce Article XII, Section 8 of the New Mexico Constitution.
   8. Dissemination of existing legislation, prior treaties, State Constitution and other pertinent information dealing with the rights of Chicanos.
   9. Parity in education reflecting individual teacher-pupil ratios, principal-teacher-pupil ratio as well as educational parity in all higher education areas.
   10. Employment of cultural models at all educational levels.
   11. Positive cultural parity in the mass media to include television, movies, literature, newspaper, radio, etc.

B. Key Problem Solvers:
   1. Parents
   2. Community resource people

3. Local Boards of Education
4. Superintendents, Directors of Instruction, Principals and Teachers.
5. Service Clubs: LULACS, G. I. Forum, VFW, etc.
6. Historical Societies: Sociedad Folklorica de Santa Fe, etc.
7. Teacher training institutes: UNM, NMSU, NMHU, ENMU, WNMU, University of Albuquerque, College of Santa Fe
8. Voc. Tech. Schools: El Rito, Albuquerque, Las Vegas, Espanola, etc.
9. State Textbook Selection Committee
10. State Department of Education, Director of Instruction, State Deputy Director of Instruction, State Department of Education, Bilingual Education and/or Multicultural Director(s)
11. The State Board of Education
12. The Board of Educational Finance
13. The State Legislature
14. The Governor
15. The State Attorney General

**Problem No. 2: "Societal Pressures to Conform and a Prevailing Anti-Chicano Cultural Atmosphere."**

A. Possible Solutions:
1. General Cultural Awareness for all instructors in the state.
2. Multi-cultural education for all.
3. Development of Multi-Ethnic image at institutions of higher education.
4. Revival of local Chicano arts, crafts, music, literature, etc.

B. Key Problem Solvers:
1. All persons, agencies and groups identified in Problem No. 1 above.
2. EEOC (Equal Employment Opportunity Commission)
3. Welfare Agencies
4. U.S. Congressmen and Senators
5. U.S. Commission on Civil Rights
6. Mass Media

**Problem No. 3: "Inability to Break Away from the Dependency Cycle"**

A. Possible Solutions:
1. Parity in education.
2. Development of a positive Multi-Ethnic self-image.
3. Adult Education.
4. Manpower retraining.
5. Increased financial aid for students.
6. State funded Community Colleges and alternative educational programs.
7. Parity in employment at institutions of higher learning.
8. More relevant social services.

B. Key Problem Solvers:
1. State Legislators
2. State Department of Education
3. Board of Educational Finance
4. U.S. Congressmen and Senators
5. Department of Health, Education, and Welfare, Department of Labor, Department of Agriculture, Department of Interior
6. Governor of the state

**Problem No. 4: "General Lack of Coordination of Efforts, Purposes, and Causes within our Ranks"**

A. Possible Solutions:
1. Mandatory Positive bilingual-multicultural education at all levels.

2. State funded parent and community re-education on Multi-Ethnic Developments.
3. Comprehensive organization around a common denominator such as parity in education or employment.
4. Development of better lines of communication within our own ranks.
5. The development of more positive, constructive personal dedication and commitment to educating the Chicano.

B. Key Problem Solvers:
1. Local Chicano politicians
2. Local school administrators and teachers
3. Local businessmen
4. Service clubs: LULAC, G.I. Forum, VFW, etc.
5. The Chicano community – individually and collectively
6. The churches

**Problem No. 5: "Lack of Real Leadership from our own Chicano Leaders and hence, a Lack of Political and Social Leverage"**

A. Possible Solutions:
1. Identification of prime movers in politics and education.
2. Replace key people in school districts, State Department of Education, state government, service clubs, government agencies, etc., with prime movers that are committed to help bring about positive educational change for Chicanos.
3. Provide support for those leaders that are trying to bring about change.
4. Identify and call summit meeting of all "Chicano Heavies" to organize pressure groups, lobby groups, political coalitions and movimientos or movidas for change.
5. Demand and support pro-Chicano education for politicians.
6. Demand commitment from candidates on Pro-Chicano progress in all areas.

B. Key Problem Solvers:
1. Chicano professors, teachers, administrators, and politicians
2. Chicano businessmen
3. Chicano students
4. All Chicano "Heavies"
5. National Task Force de la Raza

**Problem No. 6.: "Wrong People Setting Priorities in the Education of Chicanos within this State"**

A. Possible Solutions:
1. Restructure the State Department of Education starting with the replacement of apathetic state board members on the State Board of Education that are not qualified to set priorities for the education of Chicanos.
2. Restructure the Board of Regents of all the universities and colleges of this state so that higher education administration-professor-student parity can be reached.
3. Restructure the Board of Educational Finance so that meaningful programs can be initiated at the college level.
4. Set up Chicano Coalition for a political power base to elect the proper decision makers into state government offices.
5. Demand accountability on the education of Chicanos from the State School Board, State Department of Education, Board of Educational Finance, Boards of Regents, as well as local school boards and superintendents.
6. Legislative committee on Educational Accountability.
7. An Educational Accountability Act.

B. Key Problem Solvers:
1. State legislators and government officials



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2. "Chicano Heavies"
3. Parents and community pressure at local as well as state levels
4. Chicano student organizations

**Problem No. 7: "Dependency on 'Soft Monies,' (federal support) for any New and Innovative Programs, Lack of Sufficient State Funding"**

A. Possible Solutions:
1. Accountability to Federal support from grantees.
2. All solutions listed in Problem No. 6 above.

B. Key Problem Solvers:
1. Educational administrators at all levels.

**Problem No. 8: "Lack of Useful Parental Involvement in the Education of their Children"**

A. Possible Solutions:
1. Video taped program of realistic non-rehearsed daily teaching for parents to observe.
2. Parental involvement in the instruction of Chicanos.
3. Teacher training related to community involvement.
4. Administration training in community involvement.
5. Community hearings by State Department of Education, public schools, universities, and legislature of the educational progress of Chicanos.
6. Community Schools.
7. Home visits by all instructors K-higher education.
8. Parent-Teacher Association (PTA) and/or Parent-Teacher Organization

B. Key Problem Solvers:
1. Professors, teachers and educational administrators
2. Mass Media
3. Funding Sources
4. Community Organizations
5. Chicano Coalitions.

**Problem No. 9: "Lack of Court Action"**

A. Possible Solutions:
1. Parent and Community awareness in:
   a. Civil Rights
   b. Litigation
   c. Legislation
   d. Knowledge of resources for legal services.
   e. The laws of the nation and state levels
2. Cultural awareness of the State School Board, local school boards, and Boards of Regents.
3. Demand accountability from the Attorney General and Legislature for enforcement and/or enactment of laws that guarantee the positive educational progress of Chicanos.

B. Key Problem Solvers:
1. Mexican-American Legal Defense Fund
2. New Mexico Legal Service
3. Civil Rights Commission
4. Human Rights Commission
5. New Mexico Civil Liberties Union
6. Boards of Education (local and state), and Boards of Regents



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## PART II–EARLY CHILDHOOD, ELEMENTARY AND SPECIAL EDUCATION

### Problem No. 1: "Poor Self-Image and Low Aspiration"

### Problem No. 2: "General Lack of Coordination of Effort, Purpose, and Cause within our Ranks"

*Problem No. 1 and Problem No. 2* are related to the same problems in *Part I–"Community Involvement"* and hence, carry the same possible solutions and key problem solvers.

### Problem No. 3: "Wrong People Setting Priorities"

A. Possible Solutions:
   1. Change the administration at the State Department of Education.
   2. More and Better accountability of all educators.
   3. All solutions mentioned in *Problem No. 3 of Part I.*

B. Key Problem Solvers:
   1. Same as Problem Solvers in *Problem No. 3 of Part I.*

### Problem No. 4: "Lack of Adequate Teacher Preparation in Pre-School, Elementary and Special Education"

A. Possible Solutions:
   1. Bilingual-Multicultural Education training for teachers in institutions of higher education.
   2. Hold teacher-training institutes and State Department of Education accountable for teacher performance in respect to the education of Chicanos.
   3. More and better practice teacher training in institutions of higher education.
   4. In-service Training Programs conducted on the job supervised by local administrators in cooperation with institutions of higher learning.
   5. Competency based education for Chicanos in higher education.
   6. Parent and community based education.
   7. Bilingual-Multicultural teacher certification requirement for all instructors.
   8. Bilingual-Bicultural certification of para-professionals through in-service training funded by the state.
   9. Career lattice.
   10. Recruitment of Chicano students into the professions of education, para-professional programs, fellowships, etc.
   11. Accountability in counseling programs at all levels.
   12. Career education for Chicanos–K through higher education.

B. Key Problem Solvers:
   1. Deans of the colleges of education.
   2. State Certification Board.
   3. Local superintendents and evaluators.
   4. Legislative School Study Committee.
   5. Board of Educational Finance.
   6. The Governor.
   7. New Mexico Education Association.
   8. Local boards of education.
   9. Office of Civil Rights.
   10. Department of Health, Education, and Welfare, Office of Education, Department of Health and Social Services.
   11. U. S. Department of Labor

### Problem No. 5: "Misuse and Misrepresentation of Data which Stereotype Chicanos"

A. Possible Solutions:
   1. Assessment of all instructional materials used in the schools and colleges.
   2. Assessment of instructional processes used by teachers and professors.
   3. Relevant research on new materials and methodologies in learning and instruction for Chicanos.



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4. Dissemination of successful models of Bilingual-Multicultural programs in institutions of higher education.
5. Follow-up on court decisions, legislative action and legal mandates involving education.
6. Demand better accountability from State Department of Education on their role as program developers and evaluators.
7. Certification for testers and data interpreters by the State Department of Education.
8. Training diagnosticians.

B. Key Problem Solvers:
1. U.S. Commission on Civil Rights
2. MALDEF
3. State Attorney General
4. State legislature
5. "Chicano Heavies"

District superintendents and college presidents.

## PART III: SECONDARY, POST-SECONDARY, COLLEGE AND VOC. TECH.

### Problem No. 1: "Lack of Administrative Awareness and Concern about True Educational Problems of Chicanos"

A. Possible Solutions:
1. Mandatory cultural or multi-ethnic awareness sessions for all administrative personnel.
2. Departmental accountability relative to multi-ethnic needs of students in the curriculum.
3. Parity in administrator-instructor-student ratios at all secondary and post-secondary institutions.

B. Key Problem Solvers:
1. Superintendents and board members
2. College presidents, boards of regents, and deans of students
3. Chicano coalition
4. Chicano students
5. Legislative School Study Committee (LSSC)
6. Civil Rights Commission

### Problem No. 2: "Lack of Relevant Materials at all Levels"

A. Possible Solutions:
1. Institutions hire Chicano material developers to develop materials.
2. Recruit and gather relevant materials that have been field tested.
3. Adapt existing materials to local needs of Chicanos.

B. Key Problem Solvers:
1. Directors of instruction and principals
2. Department chairmen and academic deans
3. State Department of Education
4. Clearing houses, ERIC

### Problem No. 3: "Lack of Dissemination of Meaningful Educational Program Models, Materials, or Methodology"

A. Possible Solutions:
1. Accountability on program models and dissemination of results.
2. Setting up clearing houses–statewide–to disseminate materials, models, etc.

B. Key Problem Solvers:
Same as Key Problem Solvers in Problem No. 2.



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**Problem No. 4: "Poor Teacher Preparation"**

A. Possible Solutions:
   1. Better recruitment standards for teachers preparing to teach Chicanos.
   2. Hold teacher-training institutions accountable for their product.
   3. Develop criteria for hiring professors and instructors that will reflect competency in the areas of teacher preparation.
   4. Set up state board exams for certification of all teachers that are going to teach in a multi-ethnic setting.

B. Key Problem Solvers:
   1. District superintendents and boards of education
   2. College presidents and boards of regents
   3. State Department of Education and Board of Educational Finance
   4. Legislative School Study Committee
   5. Chicano Coalition
   6. Chicano Students

**Problem No. 5: "Lack of Useful Counseling at all Levels"**

A. Possible Solutions:
   1. Better preparation of counselors in dealing with Chicanos.
   2. Set up state board examinations for certification of counselors.
   3. Hold counselors accountable for their work.

B. Key Problem Solvers:
Same as problem solvers in Problem No. 4.

**Problem No. 6: "Lack of Coordination and Communication Between the Teacher-Training Institutions, the State Department of Education, and the Justice Department when Dealing with the Education of Chicanos"**

A. Possible Solutions:
   1. Set up a committee to investigate whether the State Department of Education and the teacher-training institutions are carrying out the state and judicial mandates dealing with Chicano education.
   2. Hold the State Attorney General accountable for carrying out the state and judicial mandates as they pertain to Chicanos.

B. Key Problem Solvers:
   1. Chicano politicians
   2. The Governor
   3. Chicano students
   4. Chicano organizations: LULAC, G.I. Forum, etc.
   5. State School Board, boards of regents, North Central Accreditation Association, New Mexico Education Association.

**Problem No. 7: "Lack of Chicano Students Graduating from High Schools, Voc. Tech. Schools, Colleges and Graduate Schools–(High Drop-Out Rate)"**

A. Possible Solutions:
   1. All the solutions given in *Part I–Problem No. 1* and those solutions given in *Part I–Problem No. 3* are applicable here.

B. Key Problem Solvers:
   1. All problem solvers in *Part I–Problem No. 1* and the problem solvers in *Part I–Problem No. 3* are applicable here.

**Problem No. 8: "Lack of Alternative Methods of Education"**

A. Possible Solutions:
   1. Restructure our educational goals statewide to include alternative methods of education.
   2. Research for new and better alternative methods of education by the State

Department of Education, Board of Educational Finance, and Legislative School Study Committee.

B. Key Problem Solvers:
   1. State School Superintendent
   2. The Governor
   3. Legislative School Study Committee
   4. All college professors and Department of Education chairmen
   5. Chicano Politicians
   6. Chicano Students

It is obvious that not all problems were covered thoroughly and that there is some overlapping. However, in a general sense, the Institutes were a great success. This documentation has revealed the sources from which Chicanos can expect changes to take place or the reasons why changes do not take place; in any case, we know who is responsible if apathy towards Chicanos continues.

There was one plan of action that was developed by Dr. Rupert Trujillo's group on Post-Secondary and College level. The plan is as follows . . .

The plan calls for a model to be developed. It was agreed that the identification of two sites–one rural, one urban–was necessary.

The rationale went as follows: We really cannot answer very well in what ways problems exists in our schools so long as we do not know what specific needs exist in a given community, among teachers, and among students. The group recommends that several task forces be set up and perform the following:

1. Identify one rural and one urban community for the purpose of conducting an "in-depth" study of educational needs in each respective community.
2. Conduct the necessary surveys and gather the data.
3. Once the needs are identified, the task force surveys the school system(s) to determine in what ways the school does or does not address itself to the identified needs.
4. If it is determined that needs are not being met by the school system(s), experts in respective fields are brought, at no expense to the schools, to help modify the necessary areas of the school setting in efforts to bring about closer correlation between needs and a delivery system.
5. Once the suggested changes are implemented, the model can be offered to other interested schools. Again, interested schools would have access to funds and experts to go through the same process identified and described above.

This process has the effect of:

   a. Exploring ways of conducting effective, efficient and accurate needs assessments.
   b. Surveying school systems to determine how needs and programs can effectively be tied together.
   c. Coming up with a model which can be replicated.



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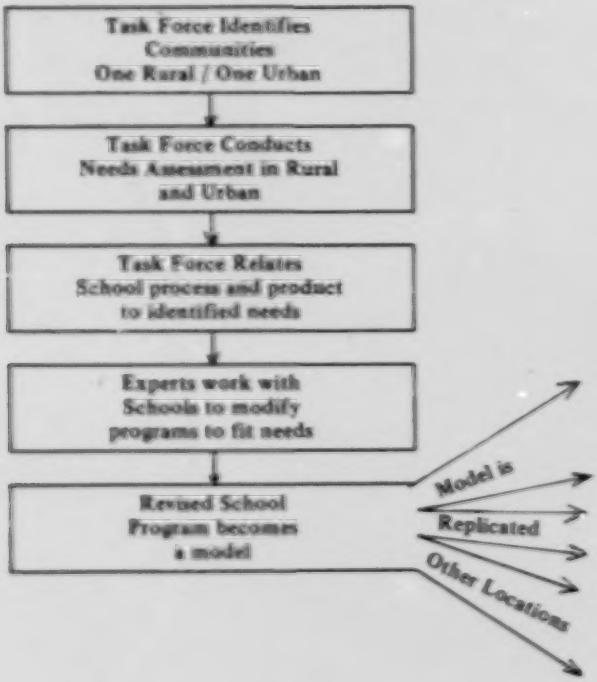
**PICTORALLY THE PROCESS AND MODEL TAKES THIS FORM**


Task Force Identifies Communities One Rural / One Urban
Task Force Conducts Needs Assessment in Rural and Urban
Task Force Relates School process and product to identified needs
Experts work with Schools to modify programs to fit needs
Revised School Program becomes a model
Model is Replicated
Other Locations



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# IX. ANALYSIS OF STATEWIDE TESTING PROGRAM RESULTS 1972-1973

## GRADES 1, 5, AND 8
## and
## ACT REPORT 1973

EVALUATION UNIT
STATE DEPARTMENT OF EDUCATION
SANTA FE, NEW MEXICO

MARCH 1973

## ASSESSMENT OF MENTAL ABILITIES OF GRADE ONE, SCHOOL YEAR 1972-73

In designing the evaluation scheme to which the Department of Education has committed itself, a critical consideration was that of making a valid assessment of the starting point of education in the state. Since the establishment of a base line was felt to be crucial in the evaluation scheme, the assessment of the mental abilities of the total first grade population of the state appeared to be the logical first step. If the starting point could be determined, then subsequent curricular activity and emphasis could thereby be planned in a more objective manner.

Accordingly, the Otis-Lennon Mental Ability Test, Primary II, Form J, was administered initially to the entire first grade population in October 1971 and the results reported. This year's (1972-73) statewide test of the first grade children is a replication of previous testing--the same test administered in the same month under the same conditions.

**PROCEDURE**: Each district was asked to assign a test coordinator for the district through whom test-related communications could be channeled from the Department of Education. Much effort was made to keep all affected levels of the school informed. All testing was completed during October 1972. The children's teachers administered the tests according to specific instructions provided them in the manual for administration. The completed tests were then sent to the Department of Education for preliminary checking, and from there to the test company for scoring and for making the desired statistical analyses.

**STATISTICAL TREATMENT**: The answer sheet of each student was coded to indicate the name, date of birth, sex, ethnic background, school, district, size of district, and name of teacher. Printouts were obtained for the school and the State Department of Education showing test results in percentiles and raw scores by class in alphabetical order by student's last name. The district also was provided a class mean by school and a mean for the entire district. In addition, the State Department of Education has means by ethnic group for public and non-public schools as well as statewide summaries.

**RESULTS**: The results of the first grade mental abilities testing are shown in tabular form in Tables I, II and III and are visually represented in Graph A. As Table I shows, the statewide mean of all students taking the test (21,244) is 97.6 which is 2.4 points below the national norm of 100.0, a statistically significant difference. Table I also shows the means of each group tested and the number of children in each of the groups both for public and non-public schools. The final section is the statewide totals for each group (public plus non-public) for the entire first grade population of the state.



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Table II is a matrix which shows various groups and whether the comparison of mental ability means is different enough to be significant. For instance, reading from Table II, we can see that the "Anglo" mean is 105.2 and the Spanish mean is 92.7. This is a statistically significant difference and is so indicated in the row "Spanish" and the column "Anglo." Only one mean comparison was statistically not significant: the mean "Other/National."

In Table III, which compares the scores for 1971-72 and 1972-73, it is interesting to note that Spanish surnamed students taking the test in 1972-73 scored 2.7 above the 1971-72 group (92.7 - 90.0). This could be attributed to the fact that these are two different populations. However, in the October 1972 testing, 198 first graders in 20 districts were administered the test using a Spanish language translation of the directions which had been prepared by the test publisher. Those tests were scored separately and the mean for that group was 84.0. It is possible that this, too, might account for the difference.

**TABLE I**

**NEW MEXICO SCHOOLS**

**GRADE ONE, SCHOOL YEAR 1972-73**
**ACADEMIC APTITUDE SUMMARY***

| E T | PUBLIC SCHOOLS MEAN SCORE | PUBLIC SCHOOLS NUMBER TESTED | NON-PUBLIC SCHOOLS MEAN SCORE | NON-PUBLIC SCHOOLS NUMBER TESTED | STATEWIDE MEAN SCORE | STATEWIDE NUMBER TESTED |
|---|---|---|---|---|---|---|
| A | 104.7 | 9,168 | 110.3 | 440 | 105.2 | 9,608 |
| SU | 92.3 | 8,597 | 99.5 | 601 | 92.7 | 9,198 |
| INDIAN | 84.9 | 1,607 | 96.0 | 180 | 85.1 | 1,787 |
| NEGRO | 90.0 | 498 | 98.5 | 19 | 90.3 | 517 |
| OTHER | 101.1 | 118 | 99.7 | 16 | 100.8 | 134 |
| NEW MEXICO | 97.3 | 19,988 | 101.2 | 1,256 | 97.6 | 21,244 |

*Grade One children in public and non-public schools were tested with the Otis-Lennon Mental Ability Test in October 1972

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**TABLE II**

**SIGNIFICANCE OF DIFFERENCES BETWEEN GROUP MEANS ON FIRST GRADE OTIS-LENNON MENTAL ABILITY TEST***

| MEAN | GROUP | ANGLO | SPANISH | INDIAN | NEGRO | OTHER | N.MEX. |
|---|---|---|---|---|---|---|---|
| 105.2 | ANGLO | | | | | | |
| 92.7 | SPANISH | S | | | | | |
| 85.1 | INDIAN | S | S | | | | |
| 90.3 | NEGRO | S | S | S | | | |
| 100.8 | OTHER | S | S | S | S | | |
| 97.6 | N.M. | S | S | S | S | S | |
| 100.0 | NATIONAL | S | S | S | S | NS | S |

*"S" indicates a significant difference exists between the means of the groups compared; "NS" indicates no significant difference.

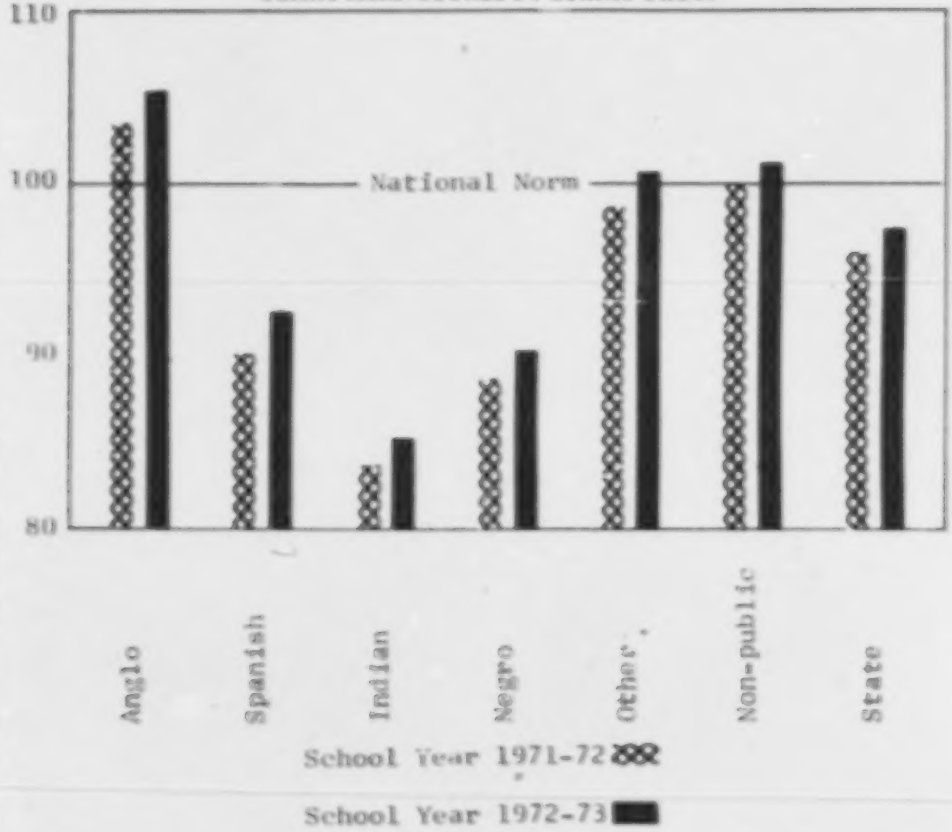
**TABLE III**

**COMPARISON OF MEAN TEST SCORES ON OTIS-LENNON MENTAL ABILITY TEST FOR 1971-72 AND 1972-73 BY ETHNIC GROUP**

| GROUP | SCORE 1971-72 | SCORE 1972-73 |
|---|---|---|
| ANGLO | 103.9 | 105.2 |
| SPANISH | 90.0 | 92.7 |
| INDIAN | 83.6 | 85.1 |
| NEGRO | 89.8 | 90.3 |
| OTHER | 98.9 | 100.8 |
| NON-PUBLIC | 100.0 | 101.2 |
| PUBLIC | 95.7 | 97.3 |
| TOTAL STATE | 96.0 | 97.6 |
| NATIONAL | 100.0 | 100.0 |

**GRAPH A**

**OLMAT MEAN SCORES BY ETHNIC GROUP**



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**CONCLUSIONS**: 1. The New Mexico statewide first grade mean mental ability score of 97.6 is slightly, but significantiy, lower than that of the national norm of 100. However, 97.6 is probably not enough below the expected norm to be of great concern in the development of an educational program, since this falls within the standard error of six age deviation points for pupils aged 5-9.

2. The Anglo group scored slightly above the national norm, but the difference is statistically significant.

3. The Spanish, Negro and Indian groups scored significantly lower than the national norm, and the low means of these groups should be considered as an important educational problem if the skills measured by the OLMAT are essential to success in school.

4. The mean score of the "other" group was not significantly different from the national norm.

5. All sub-group means differed significantly from each other; that is, each sub-group scored significantly higher or lower than all other sub-groups.

6. Three distinct populations of mental ability are apparent in the test results, divided roughly along the ethnic lines of Anglo, Spanish and Indian. The Negro students' mean score is roughly the same as the Spanish and "Other" ethnic types score about the same as the Anglo group.

7. According to the OLMAT results, Spanish, Indian and Negro children begin their schooling at a distinct disadvantage to the Anglo and "Other" children in terms of their entering-school experiences which are apparently important to success in the general academic curriculum.

8. Children enrolled in the non-public schools score significantly higher than those in public schools, both statewide and in all of the ethnic groups. Non-public school children also score significantly higher than the national norm.

**RECOMMENDATIONS**: 1. Greater and more specific effort should be expended to enrich the educational experiences of minority group and bilingual children at the pre-first level and especially during the first year of school. Somehow, the educational gap which exists from the first day of school between the minority group children and children of the dominant culture must be closed. This gap exists at present in all of the grades tested, beginning with the first grade.

2. The statewide test of first grade mental abilities has established a baseline, the beginning point, for various groups in our public schools. The conclusions reached from an analysis of the first testing remain unchanged after analyzing the second testing. Although scores were slightly higher in the second testing, the vast disparity among the sub-groups still remains virtually the same.

3. The trend toward providing pre-school experiences constitutes a significant change in existing conditions, and continued testing with the same, or similar, instruments, once the early childhood program is implemented, should provide valuable data on the effectiveness of the various objectives and approaches that may be devised.

## ASSESSMENT OF ACADEMIC APTITUDE AND ACHIEVEMENT, SCHOOL YEAR 1972-73 GRADE FIVE

Four years of data now are available for the fifth grade both in achievement and academic aptitude, school years 1969-70, 70-71, 71-72 and 72-73. The Comprehensive Tests of Basic Skills (CTBS) were used in all years to assess achievement of the fifth grade students. In the sampling conducted during school years 1969-70 and 70-71, the California Test of Mental Maturity (CTMM) was used to assess academic aptitude. The publisher revised and re-named the test the California Short Form Test of Academic Aptitude (SFTAA), and this test was used during school years 1971-72 and 72-73.

**ACHIEVEMENT TEST**: The rationale used in the development of the CTBS

required that the tests measure systematically those skills prerequisite to studying and learning in subject-matter courses. The tests were developed for national use by students who have been taught by different methods and different curriculums. The tests aim to measure those skills common to all curriculums and needed for success in using language and number skills in any school. Each student was administered tests in four basic skills areas including Reading, Language, Arithmetic and Study Skills. The entire achievement battery required approximately four hours to complete.

**APTITUDE TEST**: The CTMM and SFTAA are similar types of test developed to assess the level of intellectual development attained by the student and to predict his potential rate of progress and level of success in school. The SFTAA was standardized by administration of the test to a national sample of 197,000 students and stratified by geographic region, enrollment size of district and by public and non-public school. The entire test is usually administered in one school period of 45 minutes' duration.

**PROCEDURE**: Each district was asked to assign a test coordinator for the district through whom test-related communications could be chaneled from the Department of Education. All testing of all fifth grade students was completed during October 1972. Tests were administered according to precise instrutions provided in the manual and in the pre-test workshops which were conducted within each district prior to the testing date. The completed tests were then sent by the local district to the Department of Education for preliminary checking. From there, the answer sheets were sent to the test scoring service.

**STATISTICAL TREATMENT**: The answer sheet for each student was coded to indicate the name, date of birth, sex, ethnic background, school, district, size of district and name of teacher. Score printouts were obtained for the school, the local district and the Department of Education showing test results in percentiles and standard scores for the SFTAA and grade equivalents–both anticipated and obtained–for the school by district and for the state as a whole. State means for ethnic groups and for district size were computed for the Department of Education.

**RESULTS**: The results of the fifth grade testing are shown in tabular form in Tables I, II, III, IV and V.

Table I gives a summary of most of the data of statewide application, including achievement and academic aptitude means by ethnic group and district size, as well as for the non-public schools and the state and national norms.

The date in Table I corroborate findings of previous years and in other grades about ethnic sub-group scores in achievement; namely, that the Anglo group scores highest and above the national norm, followed by Spanish, Negro and Indian groups in that order. However, the range is wide within each of these groups with some students scoring well above the mean in each category. Means in schools from districts over 5,000 enrollment tend to be higher than those in smaller districts. The achievement mean for children attending non-public schools is 5.0, approximately the expected score, and their academic aptitude score is 101 (one point above the expected score of 100). The mean grade equivalent score of all fifth grade children taking the test this year is 4.7, significantly lower than the expected 5.1.

Table II is a four-year comparison of achievement scores for the fifth grade which shows a strong consistency of mean scores for the various groups and the state totals in the four years tested.

Table III is a three-year comparison of academic aptitude mean scores. The 1971-72 means are in most instances about 5 or 6 points below those of the previous two years. This is attributed to the change from CTMM to SFTAA rather than to a difference in populations. Table IV indicates that all means in the academic aptitude test differ significantly from each other. Scores on the academic aptitude test by ethnic group and district size for 1972-73 were not included in this year's reports.

Test results show that 2,600 fifth grade children scored in the high ability catagory, while at the other end of the scale, 5,986 children scored in the low ability



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range (See Table V). It is interesting to note that those students at, and below, the 17th percentile are performing close to their anticipated level, while the greatest discrepancy between anticipated and actual scores occurs in the group at, and above, the 83rd percentile.

## NEW MEXICO SCHOOLS
## TABLE I
## GRADE FIVE, SCHOOL YEAR 1972-73
## ACHIEVEMENT AND ACADEMIC APTITUDE TEST SUMMARY*

| | | ACHIEVEMENT MEANS | | | | | ACADEMIC APTITUDE MEANS | | |
|---|---|---|---|---|---|---|---|---|---|
| GROUP | Number Tested | Reading | Lang | Arith | Study Skills | Total | Language | Non-Lang | Total |
| Anglo | 10,538 | 5.7 | 5.4 | 5.1 | 5.7 | 5.3 | | | |
| Spanish | 9'537 | 4.3 | 4.3 | 4.3 | 4.4 | 4.3 | | | |
| Indian | 1,878 | 3.6 | 3.8 | 3.9 | 3.8 | 3.8 | | | |
| Negro | 391 | 4.0 | 4.1 | 4.1 | 4.2 | 4.1 | | | |
| Other | 369 | 5.5 | 5.3 | 5.0 | 5.5 | 5.1 | | | |
| Size 1-5000 | 764 | 4.9 | 4.9 | 4.7 | 4.9 | 4.8 | | | |
| Size 501-1000 | 991 | 4.7 | 4.6 | 4.5 | 4.7 | 4.5 | | | |
| Size 1001-5000 | 6,486 | 4.6 | 4.6 | 4.6 | 4.6 | 4.6 | | | |
| Size over 5000 | 14,472 | 5.0 | 4.8 | 4.8 | 5.1 | 4.8 | | | |
| Non-Public | 1,247 | 5.2 | 5.1 | 4.9 | 5.1 | 5.0 | 99 | 100 | 99 |
| Public | 22,713 | 4.7 | 4.6 | 4.6 | 4.8 | 4.6 | 96 | 97 | 96 |
| State | 23,960 | 4.7 | 4.6 | 4.6 | 4.8 | 4.6 | 96 | 97 | 96 |
| National | ---- | 5.1 | 5.1 | 5.1 | 5.1 | 5.1 | 100 | 100 | 100 |

*Grade five children in public and non-public schools were tested with comprehensive Tests of Basic Skills and the California Short Form Test of Academic Aptitude in October 1972

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## NEW MEXICO SCHOOLS
## TABLE II
## GRADE 5
## TOTAL ACHIEVEMENT MEANS BY GROUPS FOR FOUR YEARS

| GROUP | Mean Grade Eq. Score 1969-70 | Mean Grade Eq. Score 1970-71 | Mean Grade Eq. Score 1971-72 | Mean Grade Eq. Score 1972-73 |
|---|---|---|---|---|
| Anglo | 5.5 | 5.5 | 5.3 | 5.3 |
| Spanish | 4.3 | 4.3 | 4.3 | 4.3 |
| Indian | 3.7 | 3.9 | 3.8 | 3.8 |
| Negro | 3.9 | 4.2 | 4.1 | 4.1 |
| Other | 4.3 | 4.1 | 5.0 | 5.1 |
| 1-500 | 4.3 | 4.8 | 4.6 | 4.8 |
| 501-1000 | 4.1 | 4.3 | 4.5 | 4.5 |
| 1001-5000 | 4.8 | 4.6 | 4.6 | 4.6 |
| Over 5000 | 4.8 | 5.1 | 4.8 | 4.8 |
| Non-Public | NA | 5.6 | 5.1 | 5.0 |
| State | 4.9 | 4.9 | 4.7 | 4.6 |
| National | 5.1 | 5.1 | 5.1 | 5.1 |



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TABLE III

GRADE 5

ACADEMIC APTITUDE SCORES BY GROUPS FOR THREE YEARS*

| GROUP | SCORE 1969-70 | SCORE 1970-71 | SCORE 1971-72 |
|---|---|---|---|
| ANGLO | 111 | 109 | 103 |
| SPANISH | 96 | 95 | 91 |
| INDIAN | 92 | 91 | 85 |
| NEGRO | 92 | 93 | 89 |
| OTHER | 103 | 104 | 98 |
| NON-PUBLIC | NA | 108 | 101 |
| STATE | 102 | 102 | 96 |
| NATIONAL | 100 | 100 | 100 |

*Academic aptitude scores for ethnic groups were not provided for school year 1972-73.

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TABLE IV

SIGNIFICANCE OF DIFFERENCES BETWEEN GROUP MEANS ON GRADE FIVE ACADEMIC ABILITIES TEST SCHOOL YEAR 1971-72*

| MEAN | GROUP | ANGLO | SPANISH | INDIAN | NEGRO | OTHER | N.MEX. |
|---|---|---|---|---|---|---|---|
| 103 | Anglo | | | | | | |
| 91 | Spanish | S | | | | | |
| 85 | Indian | S | S | | | | |
| 89 | Negro | S | S | S | | | |
| 98 | Other | S | S | S | S | | |
| 96 | New Mexico | S | S | S | S | S | |
| 100 | National | S | S | S | S | S | S |

*S denotes statistically significant differences.

# TABLE V
## STATEWIDE TESTING PROGRAM
## STATE MEANS – OCTOBER 1972

### GRADE 5
### Comprehensive Tests of Basic Skills and Short Form Test of Academic Aptitude

| | | | | READING | | | LANGUAGE | | | | ARITHMETIC | | | | Battery | STUDY SKILLS | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | L | NL | Total | Voc | Comp | Total | Mech | Expres | Spl | Total | Comp | Con | Appli | Total | Total | Ref | Graph | Total |
| TOTAL | 95.9 | 96.9 | 96.0 | 4.7 | 4.7 | 4.7 | 4.6 | 4.7 | 4.6 | 4.6 | 4.6 | 4.7 | 4.5 | 4.6 | 4.6 | 4.7 | 4.9 | 4.8 |
| STATE | | | | 0 | +.1 | 0 | -.2 | +.1 | -.2 | -.2 | -.3 | 0 | -.1 | -.2 | -.1 | -.1 | +.1 | +.1 |
| N = | | | 23,960 | | | | | | | | | | | | | | | |
| PUBLIC | 95.7 | 96.8 | 95.8 | 4.7 | 4.7 | 4.7 | 4.5 | 4.6 | 4.7 | 4.6 | 4.6 | 4.7 | 4.5 | 4.6 | 4.6 | 4.7 | 4.8 | 4.8 |
| | | | | +.1 | +.1 | +.1 | -.3 | 0 | -.2 | -.1 | -.3 | 0 | -.1 | -.2 | -.1 | -.1 | +.1 | +.1 |
| N = | | | 22,713 | | | | | | | | | | | | | | | |
| NON- | | | | 5.1 | 5.1 | 5.2 | 5.0 | 5.3 | 5.1 | 5.1 | 4.9 | 5.2 | 4.9 | 4.9 | 5.0 | 4.9 | 5.2 | 5.1 |
| PUBLIC | 98.7 | 99.7 | 99.2 | +.1 | +.2 | +.2 | -.1 | +.3 | 0 | +.1 | -.1 | +.2 | 0 | -.1 | 0 | -.2 | +.2 | +.1 |
| N = | | | 1,247 | | | | | | | | | | | | | | | |
| APTITUDE | | | | | | | | | | | | | | | | | | |
| NATIONAL PERCENTILE | | | | | | | | | | | | | | | | | | |
| 83 and above | | | OGE | 7.4 | 8.6 | 7.8 | 7.0 | 8.5 | 6.9 | 7.2 | 7.7 | 7.1 | 7.0 | 6.3 | 6.8 | 7.3 | 7.7 | 7.5 |
| N = 2,600 | | | DIFF | .0 | +.4 | +.1 | -.5 | +.2 | .0 | -.3 | -.6 | -.2 | -.5 | -.6 | -.4 | .0 | +.1 | .0 |
| 40 to 60 | | | OGE | 5.0 | 5.1 | 5.1 | 4.9 | 5.1 | 5.0 | 4.9 | 4.7 | 5.0 | 4.8 | 4.8 | 4.9 | 5.0 | 5.2 | 5.1 |
| N = 4,604 | | | DIFF | +.2 | +.3 | +.3 | -.1 | +.3 | .0 | -.1 | -.4 | .0 | -.1 | -.2 | -.1 | .0 | +.2 | +.1 |
| 17 and Below | | | OGE | 3.3 | 3.2 | 3.2 | 3.3 | 3.1 | 3.2 | 3.2 | 3.8 | 3.3 | 3.3 | 3.5 | 3.4 | 3.4 | 3.4 | 3.3 |
| N = 5,986 | | | DIFF | .0 | .0 | .0 | -.1 | .0 | -.3 | -.1 | -.2 | .0 | .0 | -.1 | .0 | .0 | +.1 | .0 |
| ANGLO | | | OGE | 5.6 | 5.9 | 5.7 | 5.5 | 6.0 | 5.2 | 5.4 | 4.9 | 5.5 | 5.3 | 5.1 | 5.3 | 5.6 | 5.9 | 5.7 |
| SPANISH | | | OGE | 4.2 | 4.3 | 4.3 | 4.4 | 4.3 | 4.4 | 4.3 | 4.4 | 4.3 | 4.2 | 4.3 | 4.3 | 4.3 | 4.5 | 4.4 |
| INDIAN | | | OGE | 3.6 | 3.8 | 3.6 | 4.0 | 3.6 | 4.0 | 3.8 | 4.1 | 3.7 | 3.6 | 3.9 | 3.8 | 3.8 | 4.0 | 3.8 |

OGE = Obtained Grade Equivalent (converted from Scale Score)
DIFF = Difference between OGE and Anticipated Grade Equivalent

**CONCLUSIONS:**

1. The statewide achievement mean for New Mexico fifth graders is a grade equivalent of 4.6, as compared to the expected 5.1. This difference is statistically significant and merits some attention.
2. The statewide academic aptitude mean for the fifth grade is 96, slightly, but significantly, below the national norm of 100. Results of the same test in 1971-72 show exactly the same mean. This mean of 96 is probably not enough below the expected to be regarded as a serious problem, although the causes for which the sub-groups contribute to lowering the mean must be given attention. Means of ethnic sub-groups on the academic aptitude test were not available this year.
3. The Anglo group scored slightly above the national norm on achievement, and the difference is statistically significant.
4. The Spanish, Indian and Negro groups scored significantly lower than the national norm on achievement and the possible causes for these scores should be given special attention.
5. All group means differed significantly from each other in achievement and all but the group "Other" differed significantly from the national norm.
6. The Spanish, Indian and Negro children begin their schooling at a distinct academic aptitude disadvantage to the Anglo and other children as revealed in the first grade test results. Nothing measurable is accomplished in the next four years to narrow or overcome this handicap.
7. Children enrolled in the non-public schools score significantly higher than those in the public schools in achievement.
8. The children at both extremes of ability merit greater attention.
9. No new revelations have been uncovered by the statewide tests of achievement and aptitude since their inauguration four years ago. Initial testing has been replicated three times in the fifth grade in subsequent years with only negligible changes in results. We now know fairly conclusively that New Mexico public school children achieve about one-half a school year below the national norms and that academic ability is very near the national norm. The ethnic subgroups vary considerably in both ability and achievement. Conclusions "4" through "8" above, also continue to be replicated.

**RECOMMENDATIONS FOR FUTURE ACTION BY LEAs**

1. Study district summary data and individual pupil data as they relate to district objectives. Involve teachers, board members and community.
2. Design special programs to remedy areas of deficiency.
3. Share with the State Department of Education and with other districts program designs that have proven successful.
4. Pay particular attention to programs for the 2,600 children in the high ability group, since it is here that we find the biggest difference between anticipated and obtained achievement.

Approximately half of the districts in the state have only two years of comparable data on fifth grade aptitude and achievement. It would appear advisable to continue to measure these attributes with the same instruments for at least two more years in order to determine, through longitudinal data, the effectiveness of any new programs that may be implemented.

**ASSESSMENT OF ACADEMIC APTITUDE AND ACHIEVEMENT, SCHOOL YEAR 1972-73**

The eighth grade testing was carried out in conjunction with the testing of the fifth grade, and the same procedure was followed for both grades. All grade eight children were tested with the Comprehensive Tests of Basic Skills (CTBS) and the Short Form Test of



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Academic Aptitude (SFTAA). A total of 23,550 completed tests were scored for this grade level.

**ACHIEVEMENT TEST**: The rationale used in the development of the CTBS required that the tests measure systematically those skills prerequisite to studying and learning in subject-matter courses. The tests were developed for national use by students who have been taught by different approaches, and the tests are intended to measure those skills common to all curriculums and those needed for success in using language and number skills in any school. Each student was administered tests in four basic skills areas including Reading, Language, Arithmetic, and Study Skills, requiring approximately four hours to complete.

**APTITUDE TEST**: The California Test of Mental Maturity (CTMM), which was used in 1969 and 1970 sampling, and the SFTAA are similar types of tests and were developed to assess the level of intellectual development attainded by the student and to predict his potential rate of progress and level of success in school. The SFTAA was standardized by administration of the test to a national sample of 197,000 students and stratified by geographic region, enrollment size of district, and by public and non-public school. The entire test is usually administered in one normal school period of approximately 45 minutes.

**PROCEDURE**: Each district was asked to assign a test coordinator for the district through whom test-related communications could be channeled from the Department of Education. Testing of all eighth grade students was completed during October 1972. Tests were administered according to precise instructions provided in the manual and in pre-test workshops which were held prior to the testing date. The completed tests were then sent by the local district to the Department of Education for preliminary checking. From there the answer sheets were sent to the test scoring service.

**STATISTICAL TREATMENT**: The answer sheet of each student was coded to indicate the name, date of birth, sex, ethnic background, school, district, size of district and name of teacher. Score printouts were obtained for the school, the district and the State Department of Education showing test results in percentiles and standard scores for the SFTAA and grade equivalents for the CTBS by school, by district and for the state as a whole. State means for ethnic groups and for district size were computed for the Department of Education.

**RESULTS**: Results are shown in tabular form in Tables I through VI. Table I is a summary of most of the data pertinent to statewide study, including achivement and academic aptitude means by ethnic group and district size. This table also shows data for the non-public schools as well as state and national norms.

Eighth grade score means assume the pattern characteristic of the first and fifth grades, with the state mean being 7.2, almost a full grade below the expected score of 8.1. Among the ethnic classifications, the Anglo group scored slightly above the expected 8.1 grade equivalent with 8.2.

It should be stressed that within each of the ethnic groups, there are students who score well above the national mean. Overall, however, performance is not only below the national mean but below the anticipated score for all ability groups in nearly all sub-tests (See Table II).

Of the eighth grade children who took this test, 2629 scored in the high ability category. At the lower end of the scale, 5170 scored in the low ability group.

Where in the fifth grade testing, Spanish-surnamed children score one grade below the Anglo group, in the eighth grade scoring they are 1.8 grade points below that group. The Anglo group maintains an expected score, but the Spanish group, rather than catching up, falls nearly another grade behind. Indian children, who are 1.5 grades behind the Anglo children in the fifth grade, are 2.8 grades behind them in the eighth grade. Eighth grade Negro children are exactly two grades below the national mean with a grade equivalent of 6.1. Non-public school children scored 7.7 which is almost one-half a grade below the national average for this testing.

Table III shows a three-year comparison of total achievement scores for the eighth



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grade, with 1970-71 being a small sample. The years 1971-72 and 1972-73 are the results of the complete testings in October of each year.

Table IV is a three-year comparison of academic aptitude mean scores. The 1971-72 means are in most instances a few points below those of the previous two years, and this is attributed primarily to the change from the CTMM to the SFTAA.

Table V indicates that all academic aptitude means shown in Table III differ significantly from each other except that the group "Other" does not differ significantly from the national norm group.

Table VI shows the average score of fifth grade students and the score these fifth graders make three years later in the eighth grade. The division is by ethnic subgroups in order to show the disparity in progress during the three years. Only the group "Other" progresses at expected rate or better. The other groups and the state do not progress in a way that is to be expected during these three years, with some groups losing almost a year and the state as a whole losing seven-tenths of a year.

## TABLE I

## NEW MEXICO SCHOOLS

## GRADE EIGHT, SCHOOL YEAR 1972-73
## ACHIEVEMENT AND ACADEMIC APTITUDE TEST SUMMARY*

| | | ACHIEVEMENT MEANS | | | | | ACADEMIC APTITUDE MEANS | | |
|---|---|---|---|---|---|---|---|---|---|
| GROUP | Number Tested | Reading | Lang | Arith | Study Skills | Total | Language | Non-Lang | Total |
| Anglo | 10,636 | 8.7 | 8.3 | 8.1 | 8.8 | 8.2 | | | |
| Spanish | 9,061 | 6.4 | 6.6 | 6.6 | 6.7 | 6.4 | | | |
| Indian | 1,465 | 5.3 | 5.9 | 5.7 | 6.0 | 5.5 | | | |
| Negro | 414 | 6.1 | 6.3 | 6.2 | 6.5 | 6.1 | | | |
| Other | 769 | 7.9 | 7.5 | 7.7 | 8.1 | 7.6 | | | |
| Size Under 500 | 775 | 7.4 | 7.4 | 7.4 | 7.7 | 7.3 | | | |
| Size 501-1000 | 926 | 6.7 | 6.6 | 6.6 | 6.9 | 6.5 | | | |
| Size 1001-5000 | 6,340 | 7.0 | 7.1 | 6.9 | 7.3 | 6.7 | | | |
| Size over 5000 | 14,304 | 7.8 | 7.5 | 7.4 | 7.9 | 7.4 | | | |
| Public | 22,345 | 7.3 | 7.2 | 7.3 | 7.3 | 7.2 | 95 | 99 | 97 |
| Non-Public | 1,205 | 8.2 | 8.2 | 7.7 | 8.4 | 7.8 | 101 | 103 | 102 |
| State | 23,550 | 7.3 | 7.2 | 7.3 | 7.4 | 7.2 | 96 | 99 | 97 |
| National | --- | 8.1 | 8.1 | 8.1 | 8.1 | 8.1 | 100 | 100 | 100 |

*Grade eight children in public and non-public schools were tested with the Comprehensive Tests of Basic Skills and the California Short Form Test of Academic Aptitude in October 1972.

DEPARTMENT OF EDUCATION
SANTA FE, NEW MEXICO 87501
January 1973



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# TABLE II

## STATEWIDE TESTING PROGRAM
## STATEMEANS OCTOBER 1972

### GRADE 8
### Comprehensive Tests of Basic Skills and Short Form Test of Academic Aptitude

| | | | | | READING | | | LANGUAGE | | | | ARITHMETIC | | | | Battery | STUDY SKILL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | L | NL | Total | | Voc | Comp | Total | Mech | Exp | Spl | Total | Comp | Con | Appli | Total | Total | Ref | Graph | Total |
| TOTAL | 95.7 | 98.8 | 96.9 | OGE | 7.4 | 7.3 | 7.3 | 7.1 | 7.1 | 7.3 | 7.2 | 7.2 | 7.5 | 6.9 | 7.3 | 7.2 | 7.2 | 7.5 | 7.4 |
| | | | | DIFF | -.1 | -.1 | -.2 | -.5 | -.3 | -.3 | -.3 | -.6 | -.2 | -.8 | -.5 | -.4 | -.2 | .0 | -.1 |
| N = | | | 23,549 | | | | | | | | | | | | | | | | |
| Public | 95.4 | 98.6 | 96.6 | OGE | 7.3 | 7.3 | 7.3 | 7.1 | 7.1 | 7.3 | 7.2 | 7.2 | 7.5 | 6.9 | 7.3 | 7.2 | 7.2 | 7.4 | 7.3 |
| | | | | DIFF | -.1 | -.1 | -.1 | -.5 | -.3 | -.2 | -.3 | -.6 | -.2 | -.7 | -.4 | -.4 | -.2 | .0 | -.1 |
| N = | | | 22,345 | | | | | | | | | | | | | | | | |
| Non-Public | 101.2 | 103.0 | 102.3 | OGE | 8.1 | 8.1 | 8.1 | 8.0 | 7.8 | 8.5 | 8.1 | 7.6 | 8.1 | 7.4 | 7.7 | 7.7 | 8.0 | 8.5 | 8.3 |
| | | | | DIFF | -.1 | -.3 | -.2 | -.5 | -.5 | +.4 | -.1 | -.8 | -.3 | -1.0 | -.7 | -.7 | -.5 | -.1 | -.3 |
| N = | | | 1,205 | | | | | | | | | | | | | | | | |
| APTITUDE NATIONAL PERCENTILE | | | | | | | | | | | | | | | | | | | |
| 83 and above | | | | OGE | 11.2 | 12.6 | 11.9 | 10.7 | 12.0 | 10.8 | 11.0 | 9.7 | 10.4 | 10.5 | 10.1 | 10.7 | 11.5 | 12.9 | 12.5 |
| N = 2629 | | | | DIFF | -.2 | +.7 | +.2 | -.7 | -.5 | .0 | -.4 | -.6 | .1 | -.5 | -.5 | -.4 | +.1 | .0 | +.4 |
| 40 to 60 | | | | OGE | 7.7 | 7.7 | 7.7 | 7.7 | 7.6 | 7.7 | 7.6 | 7.6 | 7.9 | 7.3 | 7.6 | 7.5 | 7.7 | 8.0 | 7.8 |
| N = 5,629 | | | | DIFF | .0 | -.1 | -.1 | -.5 | -.2 | -.1 | -.3 | -.5 | -.2 | -.8 | -.5 | -.5 | -.3 | -.1 | -.2 |
| 17 and below | | | | OGE | 4.8 | 4.4 | 4.6 | 4.8 | 4.2 | 5.2 | 4.8 | 5.3 | 5.0 | 4.6 | 5.1 | 4.8 | 4.9 | 5.0 | 4.9 |
| N = 5,170 | | | | DIFF | -.3 | -.4 | -.4 | -.7 | -.6 | -.6 | -.5 | -.5 | -.3 | -.8 | -.4 | -.5 | -.4 | .0 | -.2 |
| Ethnic Group | Anglo | | | OGE | 8.6 | 8.8 | 8.7 | 8.3 | 8.7 | 8.2 | 8.3 | 8.1 | 8.4 | 8.1 | 8.1 | 8.2 | 8.6 | 9.0 | 8.8 |
| | Spanish | | | OGE | 6.4 | 6.4 | 6.4 | 6.8 | 6.3 | 7.1 | 6.6 | 6.7 | 6.7 | 6.3 | 6.6 | 6.4 | 6.8 | 6.8 | 6.8 |
| | Indian | | | OGE | 5.3 | 5.3 | 5.3 | 6.2 | 5.3 | 6.6 | 5.9 | 5.9 | 5.7 | 5.3 | 5.7 | 5.5 | 5.8 | 6.2 | 6.0 |

OGE = Obtained Grade Equivalent – converted from Scale Score
DIFF = Difference between OGE and Anticipated Grade Equivalent

## TABLE III

### GRADE 8
### TOTAL ACHIEVEMENT MEANS BY GROUPS FOR 3 YEARS

| GROUP | Grade Eq. Score 1970-71 | Grade Eq. Score 1971-72 | Grade Eq. Score 1971-73 |
|---|---|---|---|
| Anglo | 8.3 | 8.2 | 8.2 |
| Spanish | 6.6 | 6.2 | 6.4 |
| Indian | 5.3 | 5.4 | 5.5 |
| Negro | 6.6 | 5.8 | 6.1 |
| Other | 7.8 | 7.7 | 7.6 |
| Under 500 | 6.3 | 6.8 | 7.3 |
| 501-1000 | 6.5 | 6.4 | 6.5 |
| 1001-5000 | 7.9 | 6.6 | 6.7 |
| Over 5000 | 7.4 | 7.4 | 7.4 |
| Non Public | 7.5 | 7.6 | 7.7 |
| State | 7.6 | 7.2 | 7.2 |
| National | 8.1 | 8.1 | 8.1 |

## TABLE IV

### GRADE 8
### ACADEMIC APTITUDE SCORES BY GROUPS FOR 4 YEARS

| GROUP | SCORE 1969-70* | SCORE 1970-71 | SCORE 1971-72 | SCORE 1972-73† |
|---|---|---|---|---|
| Anglo | 111 | 109 | 103 | NA |
| Spanish | 92 | 95 | 91 | NA |
| Indian | 85 | 91 | 85 | NA |
| Negro | 86 | 93 | 88 | NA |
| Other | 108 | 106 | 100 | NA |
| Non-Public | NA | 103 | 100 | 102 |
| State | 106 | 102 | 97 | 97 |
| National | 100 | 100 | 100 | 100 |

*Testing in 1969-70 was of a random sample of eighth grade students.
†Scores for ethnic subgroups not provided.

## TABLE V

### SIGNIFICANCE OF DIFFERENCES BETWEEN GROUP MEANS ON GRADE EIGHT ACADEMIC APTITUDE TEST SCHOOL YEAR 1971-72*

| MEAN | GROUP | ANGLO | SPANISH | INDIAN | NEGRO | OTHER | N.MEX. |
|---|---|---|---|---|---|---|---|
| 103 | Anglo | | | | | | |
| 91 | Spanish | S | | | | | |
| 85 | Indian | S | S | | | | |
| 88 | Negro | S | S | S | | | |
| 100 | Other | S | S | S | S | | |
| 97 | N. M. | S | S | S | S | S | |
| 100 | National | S | S | S | S | NS | S |

*"S" indicates a significant difference exists between the means of the groups compared; "NS" indicates no significant difference.

## TABLE VI

## AVERAGE GRADE EQUIVALENT SCORES OF EIGHTH GRADE STUDENTS AND THEIR SCORES THREE YEARS EARLIER AS FIFTH GRADE STUDENTS BY ETHNIC GROUPS

| Group | Fifth Grade Mean Equivalent Score, 1969-70 | Eighth Grade Mean Equivalent Score, 1972-73 | Grade Equivalent Increase In 3 Years |
|---|---|---|---|
| Anglo | 5.5 | 8.2 | 2.7 |
| Spanish | 4.3 | 6.4 | 2.1 |
| Indian | 3.7 | 5.5 | 1.8 |
| Negro | 3.9 | 6.1 | 2.2 |
| Other | 4.3 | 7.6 | 3.3 |
| State | 4.9 | 7.2 | 2.3 |
| National | 5.1 | 8.1 | 3.0 |

**CONCLUSIONS:**

1. The statewide total achievement mean for New Mexico eighth graders, based on a test population of 23,550, is a grade equivalent of 7.2, as compared to a national norm of 8.1. This is nine months below what is expected of an eighth grade group.

2. The statewide academic aptitude mean for the eighth grade is 97, slightly below the national norm of 100. This is probably not enough below the norm to be of serious concern. Of great concern, however, are the groups within the total population which bring the aptitude mean down, as shown by the figures for the 1971-72 testing in Table IV.

3. The Anglo group scored slightly above the national norms on both achievement and aptitude.

4. The Spanish, Indian and Negro groups scored significantly lower than the national norm on achievement (and aptitude in 1971-72). Bringing their achievement and aptitude up nearer the national norm should be regarded as a critical educational need in the state.

5. The tests administered in the eighth grade show essentially the same results as those administered at the fifth grade; namely, that there are three different populations of students in attendance, divided along the ethnic lines of Anglo, Spanish and Indian, with Negro students scoring below the Spanish and "Others" scoring below the Anglo group. The academic ability disadvantages which the minority groups began with in the first grade are still with them eight years later, and the difference in achievement levels widens.

6. Non-public school children scored about one-half year below the national norm in achievement in the eighth grade, although at the fifth grade they were scoring at the norm. The non-public aptitude norm was 102, slightly above the norm.

7. Approximately 2,629 children in the eighth grade testing scored in the high ability category; about 5,170 children made scores indicating low ability.

**RECOMMENDATIONS:** The statewide tests of ability and achievement have been very revealing and are achieving the objective of determining the status of educational progress of eighth grade children and the various subgroups of children in this grade. The tests have located and established conclusively several areas in critical need of attention. Each local education agency should study the test results with the intention of developing programs that will remedy the deficiencies revealed. Statewide, it would appear that both the high ability and low ability groups at this level are in need of special attention.



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## X. REPORT NO. 1

### A. Ethnic Isolation of Mexican-American in public schools of the Southwest

Civil Rights Commission Hearings held in:

San Francisco
San Antonio
Los Angeles
Clovis
Corpus Christi
Rio Grande City

Purpose of Study:

Assess nature and extent of equal education opportunity for Mexican-Americans in public schools.

Three basic questions for which answers were sought:

1. Practices which affect education opportunities for Mexican-Americans.
2. Conditions which affect education opportunities for Mexican-Americans.
3. Relationships between practices and conditions and the educational outcomes for Mexican-Americans.

Information in report drawn from:

1. A mail survey, Spring, 1969
2. Fall Civil Rights Survey of 1968 (HEW) Random sample.

The 1968 Civil Rights Survey sought ethnic background of pupils and staff.

The sample was based on 1967-68 enrollment as follows:

| District Size | Percentage of Districts |
|---|---|
| 3,000 or more pupils | 100 |
| 1,200 - 2,999 | 75 |
| 100 - 1,199 | 50 |
| 300 - 599 | 25 |
| Less than 300 | 0 |

Educational environment obtained on the basis of:

1. Ethnic background of more than 95% of pupils.
2. Ethnic composition of the school districts where students are located.
3. Ethnic background of teachers and principals.
4. Ethnic composition of schools and districts where teachers and principals are located.

The 1969 Civil Rights survey was a sub-sample of HEW's survey. Purpose:

1. To reduce number of districts and school surveyed.
2. Obtain more information to arrive at an estimate on Mexican-American school population.

Only districts with over 10% of Mexican-American population were chosen for survey.

This survey sub-sample was used to describe the conditions of the educational environment, policies and practices of schools and districts, and educational outcomes for about 80% of the Mexican-American student population.

Response to questionaires–99%.

This report (No. 1) examines:

1. Distribution and size of Mexican-American enrollment, educational staff, and school board membership.



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2. Extent of isolation of Mexican-American students.
3. Location of Mexican-American educators in terms of the ethnic composition of schools and districts where they work.

Data based on 1968 HEW survey.

The introduction states that the Southwest has a long history of segregation and ethnic isolation of Mexican-American students. It cites a California law of 1885 which was used as a legal tool for segregation and several studies on this in California and Texas. It also cites from works of researchers on this topic.

The report cites instances of segregation and classification of Mexican-Americans as being considered of lesser status racially, especially in California, Arizona and Texas.

Strategies for segregation cited:

1. Kept out of Anglo neighborhoods.
2. Separation was for advantage of Mexican-American.
3. Lag in learning by Mexican-American students hurt the Anglo student.
4. Keep them apart until they learn they are not inferior, then mix them.
5. They would learn better by associatiing with their own kind.
6. To overcome their English language handicap.
7. By establishing school attendance areas where Mexican-Americans would be together.
8. Requirement by some Boards of Education that a given ethnic group attend a certain school.

The report cites two court cases in the 40's–Mendez, et al vs. Westminister School District of Orange County, California, and Delgado vs. Balstrap Independent School District, Texas. These two cases are cited as having established the illegality of segregation of Mexican-Americans in schools. The report states that segregation was still being practiced in Texas in 1970.

New Mexico is not mentioned in the introduction as practicing segregation of Mexican-American students in public schools.

Enrollment:

**Isolation by districts**

Mexican-American students constitute 4.6% of the nation's school population (more than two million students) and 23% of minority enrollment; 1.4 million in the Southwest and about 70% Spanish surnamed attend schools in Arizona, California, Colorado, New Mexico and Texas.

New Mexico is shown as having 38% (it is now 41%, according to last year's Civil Rights Survey) Mexican-American enrollment. The report indicates that for the Southwest, there is an 18.6% enrollment in elementary schools vs. 14.8% in secondary schools–a difference of 4%. The report shows high concentration of Mexican-American students in some districts in Texas, California and New Mexico.

In New Mexico, the report cites 31 districts which are predominantly Mexican-Americans (39,000 students). It cites Albuquerque, Santa Fe, Gadsden, Hidalgo County, and the northern part of the state as concentration areas.

In comparing districts, Los Alamos and Espanola are cited as one having 80% Anglo and Espanola 83% Mexican-American.

All of the data presented is substantiated by the mentioned surveys.

**Isolation by Schools**

Isolation by schools is most pronounced in Texas. New Mexico is cited as having the highest proportion of Mexican-American students in predominantly Mexican-American schools, but population-wise, the isolation factor is greater in Texas.

This report points out that the isolation factor is more pronounced in the elementary schools than in the secondary schools. In *New Mexico,* 75% of Mexican-Americans in the elementary schools attend predominantly Mexican-American schools–at the secondary level, the percentage drops to 60%.


1054

Generally, in the Southwest there exists an ethnic imbalance in schools. About 30% of the students are enrolled in schools with disproportionately high Mexican-American enrollment. The report describes in detail the imbalance factor in Texas. Colorado, Arizona, and California are also discussed.

The report indicates that only California has taken steps to eliminate ethnic imbalance in the schools. The California Department of Education has directed districts to present plans for preventing and eliminating ethnic imbalance in school's staff.

The study reports that of 325,000 teachers in the Southwest, 4% are Mexican-Americans.

**Staff**

The report (based on 1969 data) shows New Mexico with 16% Mexican-American teachers. (The 1972 Civil Rights Survey shows 19.1% Mexican-American classroom teachers.)

Teacher-pupil ratio representation for the Southwest:

120 Mexican-American students to 1 teacher. The report indicates that Mexican-American teachers in the Southwest serve mostly in Mexican-American schools. In New Mexico, 70% of all Mexican-American teachers are assigned to predominantly Mexican-American schools.

**Principals**

17% Mexican-American students in the Southwest vs. 3% principals. Principals are more likely to be in Mexican-American schools. New Mexico has the highest percentage of Mexican-Americans in professional positions.

**Non-professionals**

Southwest–30% custodians are Mexican-American
10% secretaries are Mexican-American
New Mexican–70% of all custodians are Mexican-Americans
25% of all secretaries are Mexican-American.

**Teacher Aides**

New Mexico has a higher percentage of teacher aides who are Mexican-American than Mexican-American students.

**Assignments**

Generally, Mexican-Americans are assigned to schools with Mexican-American concentration of enrollment.

**Employment–Administrators and Board Members**

In the Southwest, only 7% of administrators are Mexican-American. (New Mexico has 0.5% in administrative positions–1972 Survey.) Assignments in the Southwest for Mexican-American administrators are in Mexican-American schools.

**Board Members**

In the Southwest, of 4,600 members in the survey, 10% are Mexican-American vs. 87% Anglo.

New Mexico had 26% Mexican-American Board members mainly in Northern New Mexico.

Population-wise (Mexican-American) New Mexico has nearly equal representation on boards of education due to concentration in the north.

**Conclusions**

1. Mexican-American students and staff are severely isolated by districts and by schools.
2. Mexican-Americans are under-represented at school and district levels in the staffs and boards of education.
3. Most of the predominant Mexican-American districts are in California and New Mexico.



0055

B. **REPORT NO. 2**

## The Unfinished Education–1971

**(Based on 1968-69 surveys)**

This report focuses on five issues.

1. School holding power.
2. Reading achievement.
3. Overageness in grade assignment.
4. Grade repetition.
5. Participation in extra-curricular activities.

**Principal sources of information**

1. Civil Rights Commission 1969 Spring Survey
   a. A superintendents questionaire which sought information on district personnel, Board of Education membership, use of consultants and advisory committees on Mexican-American educational problems, and inservice training.
2. Questionnaires on staffing patterns, conditions of facilities, ability grouping, tracking, and student and community participation in school affairs, school experiences of students of various ethnic broups.
3. Classroom observations and interviews in California, New Mexico, and Texas.

Data from measures in the five areas listed above were the main sources of information. 95% of the schools sampled answered the questionaires.

**School Holding Power**

The report indicates that schools in the Southwest have a poor record of keeping minority groups in school. They use the income index of Bureau of the Census Income Study of 1969 as proof.

The report also quotes from testimony from Mexican-American leaders before U.S. Senate hearings that the educational level of Chicanos are below Anglo and Black, and that they have the highest dropout and illiteracy rates.

Grades 4, 8, and 12 were surveyed and allowances for attrition and other dropouts were made–transfers, differential population growth rate of each ethnic group, etc.

The study reports (graphically) that approximately 86% of Anglo students complete the 12th grade, 49% enter college, and 24% complete college. In contrast 60% Mexican-American students comp[illegible] high school (26% less), 23% enter college (26% less) and only five complete college (19% less). In addition the report indicates that Mexican-American students have the highest rate of attrition among the three ethnic groups studied (Blacks, Anglos, Mexican-American).

In summary, it is estimated that:

5 out of 100 Mexican-American entering school in the Southwest receive a college degree.

8 out of 100 Blacks receive a college degree.

24 out of 100 Anglos receive a college degree.

**Holding Power by States**

Colorado and Arizona have higher holding power for Chicanos than New Mexico.

Texas has the lowest holding power for Mexican-Americans and for Blacks.

Arizona beats New Mexico in holding power with 81% vs. 71%.

New Mexico's holding power for Anglos is 80%, Mexican-Americans 71%, Indians 68%.

College Entrance in New Mexico is given as:

53% Anglo



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22% Mexican-American
25% Indian

**Post-High Schools**

For the Southwest the survey indicates (1968) that Mexican-Americans are twice as likely to enter military service than go to college.

There appears to be an error in the report regarding college entrance for Mexican-American and Indians. On page 18 the graph shows 22% Mexican-Americans entering college vs. 25% Indians, but on page 21 the figures are reversed.

Post-graduation Schooling for New Mexico is listed as follows:

| | Anglo | Mexican-American | Indian |
|---|---|---|---|
| College | 68% | 31% | 23% |
| Other post-secondary | 8% | 7% | 23% |
| Military | 4% | 9% | 8% |
| All Other | 22% | 54% | 46% |

**Reading Achievement**

The report equates poor reading achievement with dropout rates. It states that twice as many dropouts were retarded in reading than did students with average or above reading skills.

The following table shows reading retardation in the Southwest by ethnic groups:

| | Grade 4 | Grade 8 | Grade 12 |
|---|---|---|---|
| Anglo | 25% | 28% | 34% |
| Mexican-American | 51% | 64% | 63% |
| Black | 50% | 58% | 70% |

The above percentages would be much higher if the poorest achievers stayed in school through the 12th grade.

The figures for New Mexico (1969) are reported as follows:

| | Grade 4 | Grade 8 | Grade 12 |
|---|---|---|---|
| Anglo | 25% | 35% | 34% |
| Mexican-American | 48% | 58% | 54% |
| Indian | 52% | 57% | 63% |

The report indicates that the severity of reading problems increase at the higher levels although the poor holding power has pushed out the severe cases of reading retardation.

**Grade Repetition and Overageness**

The most common reason for retaining students is given as the teachers' opinion of performance. Grade repetition and overageness in grade correlate. Most grade repetition is reported at the first grade level. The percentages of retained students for New Mexico are reported as follows:

| | Grade 1 | Grade 4 |
|---|---|---|
| Anglo | 9% | 1% |
| Mexican-American | 15% | 3% |
| Blacks | 19% | 1% |

**Overageness**

The report indicates that in the Southwest Mexican-American children are four times as likely to be two or more years overage in grade than either Anglo or Black students.

Example for New Mexico.

| | Percentage of Overage | | |
|---|---|---|---|
| | Grade 4 | Grade 8 | Grade 12 |
| Anglo | 2.7 | 2.3 | 1.7 |
| Mexican-American | 5.5 | 10.8 | 6.8 |

The problem is reported mainly as repeating for English language deficiencies, expecially in the first grade.

41% of Mexican-American students are estimated to drop out at the 8th grade if they are overage in that grade.

**Participation in Extra-Curricular Activities**
*(Student Government–Work School Newspapers, Social Events, etc.)*

The study quotes 1949 and 1958 studies which revealed that out of 798 dropouts 73% had never participated in extra-curricular activities.

In school activities the fact that student government and faculty members do the selection of participants is cited as a negative factor for Mexican-American students. Achivement and behavior standards are used for selection to participate in activities. Given the conditions of language, low achievement, ethnic differences and overageness, the opportunities for minority groups in the Southwest to participate are greatly reduced.

Examples which keep Mexican-Americans out of special activities are: expenses for cheerleaders run about $50; and in one California high school, uniforms and insurance were $176 for each cheerleader.

In general, Mexican-American students were found to be under-represented in schools where they were the majority as well as in those where they were the minority.

**Conclusions Presented in the Report**

1. All minority groups do not obtain the benefits of public education at a rate equal to their Anglo classmates.
2. Without exception, minority students achieve at a lower rate–reading achievement is poorer, repetition in grade more frequent, overageness more prevalent, participation in extracurricular activities is less–all in contrast with Anglo students.

**Holding Power** (Southwest)

Mexican-American–40% attrition–grades 1-12.

**Reading Achievement** (Southwest)

Mexican-American at 12th grade–63% are reading below grade level.

**Grade Repetition** (Southwest)

Largest percentage (16%) of repeaters are at 1st grade level. Report indicates that Mexican-Americans are twice as likely to repeat grades than Anglos.

**Overageness** (Southwest)

Mexican-Americans are seven times as likely to be overage in grade as Anglos. In the eighth grade 9% of Mexican-Americans are average as compared to 1% for Anglos.

The report estimates that *about 42% of Mexican-American students who are average at 8th grade level drop out of school.*

**Extra Curricular Activities** (Southwest)

The report gives no percentages for the survey. It indicates that Mexican-American students are under-represented in this important area of social interaction.

C.

# REPORT NO. 3

## U.S. Commission on Civil Rights Report
### 1969 Spring Survey

Report 3–The Excluded Student
By: U.S. Commission on Civil Rights
Date Published–May, 1972

**Purpose of Study**

Educational Practives Affecting Mexican-Americans in the Southwest.

(1) Examine way in which the educational systems deal with the unique linguistic and cultural background of the Mexican-American student.
(2) Programs used to adjust to these problems.
(3) Schools' relationship to the Mexican-American communities they serve.

**Sources of Information**

(1) 1969 spring survey in California, Colorado, New Mexico, and Texas.
(2) Hearing in San Antonio, Texas.

**Districts surveyed**

Ten percent or more of Spanish surnamed enrollment.

**Survey Instruments**

(1) Superintendents' questionnaire–538 districts (returned 532, 99%) covers.
- Ethnic background;
- Education of District office personnel;
- Board of Education members;
- Use of consultants and advisory committees on Mexican-American education problems;
- Availability and participation in in-service teacher training.

(2) Questionnaire to 1,166 principals in elementary and secondary school information requested (95% returned questionnaires).
- Staffing patterns;
- Condition of facilities;
- Ability grouping and tracking practices;
- Reading achievement levels;
- Student and community participation in school affairs.

**Statistics on Basic Findings**

Percent of schools in the Southwestern states which discourage use of the Spanish language.

| On Elementary School Grounds | | On Secondary School Grounds | |
|---|---|---|---|
| Texas | 40.8% | Texas | 34.4% |
| Arizona | 11.6% | Arizona | 11.8% |
| Colorado | 7.8% | Colorado | 10.7% |
| **New Mexico** | 7.2% | California | 1.8% |
| California | 4.0% | **New Mexico (less than)** | .5% |

| In the Elementary Class | | In the Secondary Class | |
|---|---|---|---|
| Texas | 66.4% | Texas | 66.7% |
| Arizona | 30.4% | Colorado | 46.4% |
| **New Mexico** | 29.9% | Arizona | 29.4% |
| Colorado | 15.6% | **New Mexico** | **32.1%** |
| California | 13.5% | California | 18.2% |



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Staff resources allocated for the teaching of Bilingual Education by the state.

**Percent of teachers who teach Bilingual Education:**

| | |
|---|---|
| Texas | 1.2% |
| California | .5% |
| **New Mexico** | **.4%** |
| Colorado | .2% |
| Arizona | 0 |

**Teachers who teach Bilingual Education and have six or more semester hours in training for this teaching:**

| | |
|---|---|
| Texas | 1.0% |
| California | .5% |
| **New Mexico** | **.2%** |
| Colorado | .2% |

**Teachers in in-service training for Bilingual Education:**

| | |
|---|---|
| Texas | 2.0% |
| Arizona | 1.3% |
| California | .8% |
| **New Mexico** | **.4%** |
| Colorado | .0% |

Funds obligated by the U.S. Department of Health Education and Welfare for Bilingual Education.

| | **Total Number of Programs** | | **New Programs** |
|---|---|---|---|
| California | 41 | | 18 |
| Texas | 31 | | 12 |
| **New Mexico** | **6** | **(12-1973-74)** | **2** |
| Arizona | 5 | | 1 |
| Colorado | 2 | | 1 |

| **Funds Awarded** | | | **Participants** | **Average per pupil expense** |
|---|---|---|---|---|
| California | $6,467,028 | | 12,457 | 519 |
| Texas | 4,876,981 | | 17,938 | 271 |
| **New Mexico** | **636,398–** | **(1,414,573)** | **1,570** | **405** |
| Arizona | 641,845 | New and old monies | 1,285 | 499 |
| Colorado | 260,823 | carried over 1973-74 | 235 | 1,110 |

**Percent of teachers who teach English as a second language:**

| | |
|---|---|
| Texas | 2.3% |
| Arizona | 1.8% |
| California | 1.2% |
| **New Mexico** | **1.2%** |
| Colorado | .1% |

**Percent of teachers who teach English as a Second Language and have six or more semester hours in training for this teaching:**

| | |
|---|---|
| Texas | 1.3% |
| **New Mexico** | **1.1%** |
| Arizona | 1.1% |
| California | .9% |
| Colorado | .1% |



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**Percent of total teachers who were in in-service training for English as a Second Language:**

| | |
|---|---|
| Texas | 3.9% |
| California | 2.1% |
| Arizona | .9% |
| New Mexico | .7% |
| Colorado | .3% |

**Hours of training per teacher enrolled:**

| | |
|---|---|
| New Mexico | 85 |
| Arizona | 53 |
| Texas | 41 |
| California | 32 |
| Colorado | 27 |

**Summary of Basic Findings:**

1. The suppression of the Spanish language is the most overt area of cultural exclusion. One-third of the schools admitted to discouraging Spanish in the classroom. Methods of enforcing the "No Spanish Rule" vary from discouragement of Spanish to actual discipline of the offenders. A second exclusion is the ommission of Mexican-American history, heritage, and folklore from the classrooms of the Southwest. Only 4.3% of the elementary school surveyed and 7.3% of the secondary school include a course in Mexican-American history in their curricula.
2. In spite of the fact that nearly 50% of the Mexican-American first graders do not speak English as well as the average Anglo first grader, they are often compelled to learn a new language and course material in that language simultaneously.
3. Remedial Reading, which is offered in the largest number of schools, is reaching only one of five Chicano students who, by school measures need it.
4. Only 25% of the elementary and 11% of the secondary schools send notices in Spanish to Spanish-speaking parents.
5. Of the elementary schools 91.7% and 98.5% of the secondary schools do not use Spanish as well as English in conducting their PTA meetings.
6. Only one district in four actually had a Community Advisory Board on Mexican-American educational affairs.
7. In districts which are predominantly Mexican-American, the community representatives listed in-service training of teachers in Mexican-American culture and history as their primary concern.
8. Of the surveyed districts 84% did not use community relations specialists at all. School districts are not availing themselves of experts who can help them determine and resolve their serious failures in educating Mexican-Americans.

**Conclusion**

1. School systems of the Southwest have not recognized the rich culture and tradition of the Mexican-American students and have not adopted policies and programs which would enable those students to participate fully in the benefits of the educational process.
2. Schools use a variety of exclusionary practices which deny the Chicano student the use of his language, a pride in his heritage, and the support of his community.
3. Schools tend to stress only the superficial and exotic elements—the "fantasy heritage" of the Southwest. This results in existing stereotypes and denies the Mexican-American student a full awareness and pride in his cultural heritage.
4. Three programs were discussed as a means of meeting English language diffidulty among Mexican-Americans. The three being Bilingual Education, English as a Second Language, and Remedial Reading. English as a Second Language and Remedial



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Reading, the two most frequently used, do not significantly modify the school–they are intended to adjust the child to the expectations of the school. Bilingual Education has the greatest potential for Anglo and the non-English speaking as well, but it requires a great deal of curricular change, and consequently, is used only infrequently.

5. Until practices and policies conducive to full participation of Mexican-Americans in the educational process are adopted, equal opportunity in education is likely to remain more myth than reality for Mexican-American students.

## D. REPORT NO. 5

### U.S. Commission on Civil Rights Report
**1968-1969 Survey**

Report 5–Teachers and Students
By: U.S. Commission on Civil Rights
Date Published: March, 1973

**Purpose of Study:**

Examine differences in teacher interaction with Mexican-American and Anglo students.

**Sources of Information:**

1. 1969 spring survey by the Commission on Civil Rights throughout the five Southwest states.
2. H.E.W.'s fall, 1968 Elementary and Secondary School Survey.
3. Areas selected for field study were California, Texas, and New Mexico. In New Mexico, areas selected were Albuquerque and the south central part of the state near El Paso, Texas for the 1970-71 school year.

**Survey Instruments**

Flander's System of Interaction Analysis which measures teacher-pupil verbal interaction in the classroom. (The ten categories of verbal behavior.)

> "One of the most widely used classroom interaction observation systems is that developed by Dr. Ned Flanders. The Commission chose the Flanders system of Interaction Analysis because this system focused on forms of teacher behavior which involves and encourages the student in the learning process. The Flanders system codes the predominant classroom behavior once every three seconds according to the most appropriate of the following 10 categories: 1) teacher accepts student's feelings; 2) teacher praises student; 3) teacher accepts or uses student's ideas; 4) teacher asks a question; 5) teacher lectures; 6) teacher gives student directions; 7) teacher criticizes student; 8) student speaks in response to teacher's questions or direction; 9) student speaks on his own initiative; 10) no one is speaking or confusion prevails.
>
> On the basis of a decade of classroom interaction research, some forms of teaching behavior have been identified which appear to have a positive affect on pupil attitudes and achievement. They are behaviors which involve the acceptance and use of student ideas, some forms of praise or expression of appreciation of a student's contribution, and behaviors which involve questioning of students. These forms of behavior do not invariably increase student achievement or favorably affect attitudes, but the evidence suggests that they generally do.
>
> For example, one study found that the students who showed the greatest improvment on standardized tests of verbal and quantitative skills were in classrooms where the teachers used a great deal of praise and encouragement and accepted and used the students' ideas.[9] A second study found that teacher trainees who frequently accepted or used their students' ideas were more effective in



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teaching specific course content than teacher trainees who did not.[10] In another study the frequency of teacher questioning was found to be positively related to the amount of student learning in vocabulary, reading, and mathematical skills.[11] Numerous other studies have found similar effects.[12]

Footnotes:

9. Betty Morrison, The Relations of Internal and External Children to Patterns of Teacher Behavior. Unpublished doctoral dissertation, University of Michigan, 1966.

10. Jimmie Fortune, A Study of the Generalities of Presenting Behaviors in Teaching, Project Report to U.S. Office of Education, Memphis: Memphis State University, 1967.

11. Norman Wallens, Relationships Between Teacher Characteristics and Student Behavior: Part 3, Project Report No. 2628 to U.S. Office of Education, Salt Lake City: University of Utah, 1963.

12. Ned A. Flanders, Analyzing Teaching Behavior, Menlo Park, California: Addison-Wesley Publishing Company, 1970, pp. 389-425.

**Schools surveyed**

Sampling was done in rural, urban and suburban areas.

California–Santa Clara County–City of San Jose
Texas–Metropolitan area of San Antonio and Corpus Christi
New Mexico–Albuquerque area and the south central part of the state near El Paso, Texas.

Type of district from which schools were selected:

More than 300 students
10 percent Mexican-American enrollment
2 classrooms were available in each school for observation

Fifty-two schools were selected for classroom observation:

10 from New Mexico
22 from California
20 from Texas

Observation was done in the English classes, since the subject was considered to be the single most important area for Mexican-Americans.

All 4th and 8th grade English and Social Studies classes in elementary and intermediate schools were visited.

A total of 494 classrooms were observed–80 in New Mexico, 198 in California, and 216 in Texas

**Summary of Findings**

Teachers fail to involve Mexican-American children as active participants to the same extent as Anglo children.

1. Teachers praise or encourage Anglo children 36 percent more often than Mexican-Americans.
2. They use or build upon the contributions of Anglo pupils 40% more frequently then those of Chicano pupils.
3. Teachers direct questions to Anglo students 27% more often than they do to Chicano students.
4. Mexican-American children participate less in class than do Anglos. They speak less frequently both in response to the teacher and on their own initiative.

**Conclusions**

1. Interaction between teacher and student is the heart of the educational process. The discovered disparities in teacher behavior toward Mexican-American and Anglos are likely to hinder seriously the educational opportunities and achievement of Chicano pupils.
2. Some feel that schools and teachers are not responsible for these disparities in teachers' behavior toward Mexican-American and Anglo students. They argue that disparities are a result of characteristics of Chicano pupils, such as:
   (1) Differences in Language
   (2) Culture, attitude toward school
   (3) Academic achievement levels
3. Chicanos differ from Anglo pupils in:
   (1) Language
   (2) Culture
   (3) Economic background
   (4) Enter school speaking very little English or with serious difficulties in using the language.
   (5) Values
   (6) Familiar experiences
4. Language and culture cannot justify the disparity in classroom interaction. It is the responsibility of the school and the teacher to accept the child as he comes to school and to orient the program to his cultural and linguistic needs.
5. Only a small percentage of schools in the Southwest have implemented language programs to remedy the English language deficiencies of Mexican-American students. (1969 Survey–47% of Mexican-American 1st graders do not speak English as well as the average Anglo 1st grader–The Excluded Student.)
6. Textbooks and source materials rarely make use of the skills and experiences which are familiar to children of Spanish speaking background.
7. Language and cultural background of Mexican-American students is excluded from the school programs in the Southwest.
8. Early school experiences of Chicanos set in motion the cycle of lowered interest, decreased participation, poor academic performance, and lowered self-esteem which is so difficult to break in the later school years. The schools bear major responsibility for the cycle of education failure. It is the schools and teachers of the Southwest not the children who are failing.
9. So that all children may be reached, changes are needed in:
   (1) Teacher training
   (2) Standards by which teachers are judged
   (3) Education programs and curriculum.



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XI.

## CONCLUSIONS

The two Institutes reveal the major concerns of the people of New Mexico in general. In studying the results of both Institutes and from frequent interaction with people on the subject of education, the most apparent need seems to be an accountability in education factor. Presently the State Department of Education is carrying on a testing program which shows how the students perform. This lays accountability on the students. Educational Accountability does not mean showing how the students perform, *It means how the educator performs!* Teachers, school administrators, State Department of Education personnel, college instructors, professors, and university administrators, boards of education, boards of regents need to be held accountable! They, *not the students,* should be tested or at least made to account for their product and process in the education of New Mexico students in general, and Chicano students in particular. The following is a copy of "The Colorado Educational Accountability Act of 1971" passed by their State Legislature and in which the general assembly declared the purpose of the bill to be:

(1) "To institute an accountability program to define and measure quality in education, and thus, to help eht public schools of Colorado to achieve such quality and to expand the life opportunities and options of the students of this state; further, to provide to local school boards assistance in helping their school patrons to determine the relative value of their school program as compared to its cost.

(2) The educational accountability program developed under this article should be designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools. The Program should begin by developing broad goals and specific performance objectives for the educational process and by identifying the activities of schools which can advance students toward these goals and objectives. The program should then develop a means for evaluating the achievements and performance of students. It is the belief of the general assembly that in developing the evaluation mechanism, the following approaches, as a minimum, should be explored:

(a) Means for determining whether decisions affecting the educational process are advancing or impeding student achievement;

(b) Appropriate testing procedures to provide relevant comparative data at least in the fields of reading, language skills, and mathematical skills.

(c) The role of the department of education in assisting school districts to strengthen their educational programs;

(d) Reporting to students, parents, boards of education, educators, and the general public on the educational performance of the public schools and providing data for the appraisal of such performance; and

(e) Provision of information which could help school districts to increase their efficiency in using available financial resources."

Anyone can make a fiscal account of money spent on education, but how much education takes place is quite a bit different.

There is a strong indication that we should campaign, lobby for and pass an "Educational Accountability Act" in New Mexico next year. An Educational Accountability Act that would hold educators accountable for teaching first and students for learning second. There are various ways of developing this type of accountability, but we must be careful and make sure that we mean *Educational Accomplishment Accountability* and not *Fiscal Accountability.*

## XII. SYSTEMS STRUCTURE OF EDUCATION IN NEW MEXICO

### A. State Government Level

1. Governor ..... Bruce King
   Lieutenant-Governor ..... Robert A. Mondragon

2. **Legislature**

**Senators**

| Name | Party | District |
|---|---|---|
| I.M. Smalley | Democrat | Sierra, Luna, & Hidalgo Counties |
| Tibo J. Chavez | Democrat | Valencia County |
| Odis L. Echols, Jr. | Democrat | Curry County |
| Robert H. McBride | Democrat | Bernalillo County |
| John E. Conway | Republican | Lincoln & Otero County |
| John B. Irick | Republican | Bernalillo County |
| Ben D. Altamirano | Democrat | Catron & Grant County |
| Jerry Apodaca | Democrat | Dona Ana County |
| Eddie R. Barboa | Democrat | Bernalillo County |
| Paul Becht | Republican | Bernalillo County |
| Matias L. Chacon | Democrat | Rio Arriba County |
| R. Leo Dow | Republican | Bernalillo County |
| Aubrey L. Dunn | Democrat | Otero County |
| Robert E. Ferguson | Democrat | Chaves & Eddy County |
| Joe A. Fidel | Democrat | Socorro & Valencia County |
| Joseph E. Gant | Democrat | Eddy County |
| Fred A. Gross, Jr. | Republican | Bernalillo County |
| Gladys Hansen | Democrat | Dona Ana County |
| Consuelo Jaramillo Kitzes | Democrat | Santa Fe & Torrance County |
| Bill L. Lee | Democrat | Lea County |
| Tom Lee | Republican | San Juan & McKinley County |
| Ray Leger | Democrat | DeBaca, Guadalupe, & San Miguel |
| Frank Lillywhite | Republican | San Juan County |
| Anthony Lucero | Democrat | Bernalillo County |
| Harry M. McAdams | Democrat | Lea County |
| Alex G. Martinez | Democrat | Santa Fe County |
| Ed V. Mead | Democrat | Bernalillo County |
| D. J. Michelson | Democrat | Bernalillo County |
| Theodore R. Montoya | Democrat | Sandoval & Bernalillo County |
| Jack M. Morgan | Republican | San Juan County |
| John L. Morrow | Democrat | Colfax, Union, Harding & San Miguel |
| Frank O. Papen | Democrat | Dona Ana County |
| James S. Pieronnet, Jr. | Republican | Bernalillo County |
| Wayne Radosevich | Democrat | McKinley |
| John D. Rogers | Democrat | Los Alamos & Santa Fe County |
| Thomas T. Rutherford | Democrat | Bernalillo County |
| Kenneth M. Schlientz | Republican | Quay & Curry County |
| William A. Sego | Republican | Bernalillo County |
| John M. Tannehill | Republican | Bernalillo County |
| R. E. Thompson | Democrat | Chavez County |
| C. B. Trujillo | Democrat | Taos, Mora, & San Miguel |
| Bob E. Wood | Democrat | Roosevelt & Chavez County |



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**Representatives**

| Name | Party | District |
|---|---|---|
| Walter K. Martinez | Democrat | McKinley & Valencia County |
| David Salman | Democrat | Harding, Mora, & San Miguel |
| Bennie J. Aragon | Democrat | Bernalillo County |
| Thomas W. Hoover | Republican | Bernalillo County |
| Colin R. McMillan | Republican | Chaves & DeBaca County |
| Leroy Baca | Democrat | Catron, Socorro & Torrance |
| H. B. Barnard | Democrat | Curry County |
| Dan C. Berry | Democrat | Lea County |
| John F. Bigbee | Republican | DeBaca, Guadalupe, Lincoln & Torrance |
| Turner W. Branch | Republican | Bernalillo County |
| Frank Brown | Democrat | Eddy County |
| T. E. "Tom" Brown, Jr. | Democrat | Chaves & Eddy County |
| Walker M. Bryan | Democrat | Eddy County |
| Richard A. Carbajal | Democrat | Valencia County |
| Alvino E. Castillo | Democrat | Colfax & Union County |
| James A. Caudell | Republican | Bernalillo County |
| Ronald L. Chaplin | Republican | |
| Fred Chavez, Jr. | Democrat | Bernalillo County |
| Max Coll | Republican | Chaves County |
| Cecil W. Cook | Democrat | Roosevelt County |
| Bobby F. Duran | Democrat | Taos County |
| Carl Engwall | Republican | Chaves County |
| George E. Fettinger | Democrat | Otero County |
| Thomas P. Foy | Democrat | Grant County |
| Raymond Garcia | Democrat | Bernalillo County |
| Philip R. Grant, Jr. | Republican | Bernalillo County |
| Ralph D. Hartman | Democrat | Dona Ana County |
| John Hays, Jr. | Democrat | Curry County |
| Stuart C. Hill | Republican | Bernalillo County |
| Maurice Hobson | Republican | Lincoln & Otero County |
| Robert D. Jordan | Republican | Bernalillo County |
| Vernon Kerr | Republican | Los Alamos County |
| Don King | Democrat | Santa Fe & Sandoval County |
| James H. Koch | Democrat | Santa Fe County |
| Richard J. Kloeppel | Democrat | Sandoval County |
| Kurt Lohbeck | Republican | Bernalillo County |
| Edward J. Lopez | Democrat | Santa Fe County |
| Chris M. Lucero | Democrat | Bernalillo County |
| Fred Luna | Democrat | McKinley & Valencia County |
| Daniel Lyon | Democrat | Bernalillo County |
| Abel E. McBride | Democrat | Bernalillo County |
| Lenton Malry | Democrat | Bernalillo County |
| Reynaldo S. Medina | Democrat | Rio Arriba & Taos County |
| John J. Mershon | Democrat | Lincoln & Otero County |
| Robert M. Moran | Republican | Lea County |
| C. L. (Cliff) Moreland | Democrat | Quay & Union County |
| Charles B. Ocksrider | Republican | Bernalillo County |
| William O'Donnell | Democrat | Dona Ana County |
| Hoyt Pattison | Republican | Curry, Lea, & Roosevelt County |
| George W. Pennington | Democrat | San Juan County |
| Daniel M. Provencio | Democrat | Dona Ana County |
| Eloy P. Quintana | Democrat | Santa Fe County |



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| Name | Party | District |
|---|---|---|
| John M. Radosevich | Democrat | Bernalillo County |
| Virgil O. Rhodes | Republican | Bernalillo County |
| Louis J. Romero | Democrat | McKinley County |
| Ben Roybal | Democrat | Bernalillo & Valencia County |
| Murray Ryan | Republican | Grant & Sierra County |
| Nick L. Salazar | Democrat | Rio Arriba County |
| Frank Salopek | Democrat | Dona Ana & Luna County |
| C. Gene Samberson | Democrat | Lea County |
| Raymond G. Sanchez | Democrat | Bernalillo County |
| Jerry Sandel | Democrat | San Juan County |
| H. Merrill Taylor | Republican | San Juan County |
| Donald Leslie Thompson | Democrat | Bernalillo County |
| John R. Tomlin | Democrat | Dona Ana County |
| William J. Upton | Democrat | Hidalgo & Luña County |
| Samuel F. Vigil | Democrat | San Miguel County |
| E. Bryan Wall, Jr. | Democrat | McKinley County |
| William E. Warren | Democrat | Bernalillo County |
| Leo C. Watchman | Democrat | McKinley & San Juan County |

2a. **Legislative School Study Committee**

| | | |
|---|---|---|
| Sen. Joseph A. Fidel | Democrat | District 30 |
| Rep. Abel McBride | Democrat | District 29 |
| Sen. Frank O. Papen | Democrat | District 28 |
| Rep. Hoyt Pattison | Republican | District 63 |
| Sen. James S. Pieronnet, Jr. | Republican | District 15 |
| Rep. John R. Tomlin | Democrat | District 36 |
| Rep. Samuel F. Vigil | Democrat | District 70 |
| Rep. William E. Warren | Democrat | District 21 |
| Sen. Bob Wood | Democrat | District 31 |

2b. **University Study Committee**

| | | |
|---|---|---|
| Rep. Richard Carbajal | Democrat | District 9 |
| Sen. Joseph E. Gant | Democrat | District 38 |
| Rep. Raymond Garcia | Democrat | District 12 |
| Rep. Philip R. Grant, Jr. | Republican | District 26 |
| Sen. Alex Martinez | Democrat | District 24 |
| Sen. John L. Morrow | Democrat | District 7 |
| Sen. Wayne Radosevich | Democrat | District 4 |
| Rep. Ben Roybal | Democrat | District 10 |
| Rep. Nick L. Salazar | Democrat | District 40 |
| Sen. Kenneth M. Schlientz | Republican | District 26 |
| Rep. H. Merrill Taylor | Republican | District 2 |

**Legislative Finance Committee**

| | | |
|---|---|---|
| Sen. C. B. Trujillo<br>Chairman | Democrat | Taos & Mora Counties |
| Rep. Edward J. Lopez<br>Vice Chairman | Democrat | Santa Fe County |
| Sen. Aubrey L. Dunn | Democrat | Otero County |
| Sen. William A. Sego | Republican | Bernalillo County |
| Rep. Raymond G. Sanchez | Democrat | Bernalillo County |
| Rep. William O'Donnell | Democrat | Dona Ana County |
| Rep. Robert M. Maran | Republican | Lea County |



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**Public School Finance Division**

| | |
|---|---|
| Harry Wugalter | Chief, Public School Finance Division |
| Lawrence Huxel | Assistant Chief |
| Jessie Rogers | Administrative Assistant |

3. **Board of Educational Finance**

| Name | Address |
|---|---|
| Arthur Ulibarri | 1505 Louisa St., Suite &<br>Santa Fe, New Mexico |
| Sherburne P. Anderson | Clinton P. Anderson Agency<br>Drawer A–Albuquerque, N.M. |
| Robert D. Heckler | Farmer & Merchant Bank<br>Las Cruces, New Mexico |
| J. Leon Martinez | P.O. Box 1822<br>Las Vegas, New Mexico |
| Wilber L. Shachelford (C) | 512 N.M. Dr.<br>Roswell, New Mexico |
| Samuel H. Binder | Kennicott Hurley<br>Silver City, New Mexico |
| Ernest Hawkins | P.O. Box Drawer C<br>Moriarity, New Mexico |
| W. R. Nicks | P.O. Box 518, Citizen State Bank<br>Springer, New Mexico |
| Harold Hecht | Route 2<br>Clovis, New Mexico |
| Mrs. Lillian McCoy (Sec) | Route 4, Box 22<br>Tucumcari, New Mexico |
| Joe G. Watson (V-C) | 4 Corners Savings & Loan<br>424 W. Broadway<br>Farmington, New Mexico |

B. **State Department of Education**

**New Mexico State Board of Education**

| Name | Mailing Address | Term Expires |
|---|---|---|
| L. Grady Mayfield<br>President | P.O. Box 535<br>Las Cruces, Nex Mexico 88101 | 1978 |
| Henry G. Rodriguez<br>Vice-President | 2201 Don Felipe Rd. S.W.<br>Albuquerque, New Mexico 87105 | 1976 |
| Virginia Gonzales<br>Secretary | 518 Don Gaspar<br>Santa Fe, New Mexico 87501 | 1974 |
| Frederic G. Comstock<br>Member | 729 San Mateo, N.E.<br>Albuquerque, New Mexico 87108 | 1976 |
| George W. Elliott<br>Member | 4809 Madison Court, N.E.<br>Albuquerque, New Mexico 87110 | 1978 |
| Virgil Henry<br>Member | 710 Yeso Drive<br>Hobbs, New Mexico 88240 | 1974 |
| Joe Romero<br>Member | 108 Riverside Drive, S.E.<br>Espanola, New Mexico 87532 | 1978 |
| Lois M. Tafoya<br>Member | RFD 1, Box 408<br>Belen, New Mexico 87002 | 1974 |
| George O. Teel<br>Member | P.O. Box 181<br>Hope, New Mexico 88250 | 1978 |
| Herbert E. Walsh<br>Member | P.O. Box 1147<br>Gallup, New Mexico 87301 | 1976 |



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B. **State Department of Ed. tion Con't**

Superintendent of Public Instruction ..... Leonard J. De Layo
Deputy Superintendent of Public Instruction ..... Weldon Perrin
Capital Outlay Survey & Inventory
Executive Assistant ..... Ernest Vigil
Secretary ..... Lorraine Ortega
Office of General Counsel
General Counsel ..... C. Emery Cuddy, Jr.
Attorney ..... John Templeman
Director School Food Services ..... Gretchen Plagge
Director Transportation ..... C. B. Lemon
Director Special Education ..... Elie S. Gutierrez
Assistant State Superintendent of Finance ..... Orlando J. Giron
Assistant Superintendent of Instruction ..... Dr. Luciano R. Baca
Director of Elementary & Secondary Education ..... Frank Ready
Director Mutual Action Plan ..... Ted Sanders
Director Evaluation, Assessment and Testing ..... Alan Morgan
Director Guidance and Counseling ..... Lena Castillo
Director Certification and Teacher Placement ..... Helen Westcott
Director Driver Education ..... Walter Cunningham
Director Cross Cultural ..... Henry Pascual
Specialist Bilingual/Bicultural ..... Miguel Encinias
Director Technical Assistance ..... B. K. Graham
Director Title I and Follow Through Migrant ..... Gilbert Martinez
Director Instructional Materials (Textbooks) ..... ı :ed McDonald
Director Career Education ..... Jean Page
Director Educational Personnel Development, Small
Schools Renewal Center ..... James T. Pierce
Director Title III ..... Rufino Sanchez
Specialist Drug Education ..... Sam Williams
Specialist Indian Education ..... Vern Duus
Director Science and Math ..... B. K. Graham
Specialist Rocky Mountain Project ..... Peter Valdez

**Vocational Education**

Assistant State Superintendent ..... James West
Assistant Director Ancillary Services ..... Donald Milligan
Supervisor Program Development ..... Roger Labodda
Manpower Economist (2) ..... (Vacant)
Supervisor MDTA ..... Frank Romero
Supervisor Adult Basic Education ..... Tom Trujillo
Supervisor Veterans Training ..... Rudy Silva
Supervisor Concerted Services ..... (Vacant)
Assistant Director Field Observation ..... Wilma Ludwig
Assistant Director Technical Assistance ..... Bill Jackson
Direct r Division of Vocational Rehabilitation ..... Dr. Robert A. Swanson



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